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EDUCATING THE EDUCABLE MENTALLY RETARDED:
PARENT AND TEACHER PERCEPTION OF THE TASK

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled EDUCATING THE EDUCABLE MENTALLY RETARDED: PARENT AND TEACHER PERCEPTION OF THE TASK, submitted by Douglas James Cowan in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This study sought to determine the priorities assigned to the tasks of education by the parents and teachers of students attending Senior Opportunity Classes for the educable mentally retarded in the Edmonton Public School System, and to ascertain which tasks were ranked significantly differently by the parent and teacher groups and subgroups.

Data were collected through the students and teachers of the participating classes. Two hundred two parents and fifteen teachers were sent a copy of the *Public School Tasks Survey*, a modification of the *T. P. E. Opinionnaire* developed by researchers at the University of Chicago. Respondents were directed to rank the sixteen tasks according to their importance for EMR youth at the Senior Opportunity Class Level.

The analysis of the data was based on responses received from 126 parents and fifteen teachers. The replies were analyzed in fifteen different ways in order to determine if there were differences associated with the sex of the parents, the sex of their children, the presence of regular class students in the family, the sex of the teachers, the possession or lack of formal training in the education of EMR students, and teacher experience in both regular and EMR classes or EMR classes only.

The tasks were ranked according to the aggregate scores for each group and subgroup. The Kendall Coefficient of Concordance: W was computed to determine whether or not there was overall

agreement within each of the parent and teacher groups on the overall ranking of the tasks. Spearman's Coefficient of Rank Correlation was used to determine the degree of association on the overall ranking of the tasks between groups and subgroups. The Mann-Whitney U Test was employed to locate significant differences on the ranking of individual task items.

Both parents and teachers, as separate groups, were in agreement on the overall ranking of the tasks. There was significant agreement on the overall ranking of the tasks among all of the parent subgroups, as well as among all of the teacher subgroups; there was significant agreement between teachers (as a group) and the parent subgroups, with the exception of parents who have children attending special classes only. On the individual task items, significant differences were observed between the parent and teacher groups, and certain of the subgroups. Parents preferred the intellectual and productive tasks whereas teachers preferred the personal and intellectual tasks. Both parents and teachers regard the development of Canadian patriotism as one of the least important functions of the school.

The presence of regular class students in the family appears to be associated with significant correlation between parents and teachers on the overall ranking of the tasks. Male and female parents generally assigned the same priority to the tasks for boys as for girls. Teacher subgroups were numerically small; this condition limits the generalizations which may be derived from the study concerning teachers' viewpoints.

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CHAPTER I

THE PROBLEM

When educators speak of objectives, they are referring to explicit formulations of ways in which students will be changed in their thinking, in their feelings, and in their behaviour, by the educative process (Bloom, 1956, p. 26). Learning experiences can effect a wide range of change in students; however, due to limitations of time and resources, only certain of the possibilities can be realized by the school. Therefore it is essential that prime objectives be clearly identified and incorporated into an efficient plan that will facilitate the maximum use of time and effort.

I. SETTING OBJECTIVES

The process of determining objectives should involve three perspectives: (1) the individual, (2) contemporary and future living, and (3) the nature of the subject matter. The needs, interests, and present level of development of the individual must be considered. Investigations should be made of the conditions and problems of contemporary life which make demands on young people and adults, and which provide them with opportunities. Complementary to such investigations ought to be projections into the future. What roles will the individual be expected to fulfill?

What are some of the problems likely to be encountered? Subject-matter specialists can supply information about the potential contribution that their subject can make to the education of the individual. What learnings may result from the study of a given subject? How does one subject contribute in relation to other subjects?

The problem of selecting among possible objectives as well as determining the relative emphasis to be given to various objectives requires the use of some guiding conceptions. The philosophy of education of the school serves as one guide. What values are important? What relationships between man and society, and between man and man are desirable? Finally, educational objectives must be related to a psychology of learning. Distinction must be made between those goals which are attainable with a given group of students in the time available and under existing or probable conditions, and those goals which are not. Employment of a psychology of learning should lead to appropriate placement of objectives in the learning sequence, determination of interrelationships among objectives, and the identification of conditions which are necessary for attaining objectives.

Downey (1960) states that "the most important contemporary determiner of the task of education is the opinion of the public that the educational enterprise serves. The greatest confusion exists at this level (p. 4)." In recent years the public school has become all things to all men. Adults have relinquished certain

parental obligations, entrusting or assigning these duties to the public school. Thus, the contemporary school has assumed responsibility for the social, physical, moral, aesthetic, and vocational, as well as the academic aspects of youth's development. Furthermore, the school has undertaken to indoctrinate and condition youth in a particular way of life, presuming to teach them a preferred kind of home and family living. In some cases it has prescribed training for placement in a specific vocation.

A question which intrigues educators is "How does the public's perception of educational objectives differ from the perception of educators?" The fact that the public schools are responsible to society does not imply that the schools must yield to the demands of every vocal sub-public. Parental prescription of the task of educating youth might not be the one which educators would adopt. However, the schools and the societies they serve must arrive eventually at consensus concerning the role of education. A logical place to start is with a survey of public perceptions. Such an indication may contribute to improved understanding and ultimately to necessary reforms.

Education, like society itself, is a dynamic, changing phenomenon. Its task can neither be fixed for all situations nor for all time. The real demands which confront the school are those of an unknown future.

II. THE PROBLEM

The purpose of this Study was to determine the ranking of the various tasks of education by the parents and teachers of educable mentally retarded boys and girls attending Senior Opportunity Classes in the Edmonton Public School System, to determine the extent of agreement or disagreement within the parent and teacher groups on the ranking of the tasks, and to identify those tasks which the parent and teacher groups rank significantly differently.

Specific Statement of the Problem

What is the relative importance placed upon the different tasks of the school, as they pertain to educable mentally retarded students at the Senior Opportunity Class Level, by parents and teachers; do parents and teachers agree, as respective groups, on the ranking of the tasks; and, how is the ranking of the tasks related to certain variables descriptive of the parent and teacher groups?

Statement of the Sub-problems

What are the relations between the perception of the importance of the school tasks as seen by parents and teachers, and the following variables?

1. Parents' personal variables--sex,
2. Family variables--sex of the children, type of class (regular or special) which children in the family attend,

3. Teachers' personal variables--sex,
4. Teachers' academic and professional variables--
nature of experience, and whether or not teachers
possess formal training in the education of EMR
children.

The Null Hypothesis

The null hypothesis was chosen as the most useful tool for testing the significance of differences between the teacher and parent groups. Garrett (1926) states that "it is usually advisable to test against a null hypothesis, rather than against some other (p. 247)," in situations where it is difficult to set up precise expectations. Garrett (1926) adds:

In its simplest form . . . this hypothesis asserts that there is no true difference between two population means, and that the difference found between sample means is, therefore, accidental and unimportant. The null hypothesis is akin to the legal principal that a man is innocent until he is proven guilty. It constitutes a challenge; and the function of an experiment is to give the facts a chance to refute (or fail to refute) this challenge (p. 213).

Statement of Hypotheses

- I. Parents, as a group, will not be in agreement on the ranking of the tasks.
- II. Teachers, as a group, will not be in agreement on the ranking of the tasks.
- III. There will be no significant differences in the ranking of the importance of the tasks of education between parents and teachers.
- IV. There will be no significant differences between male parents and teachers.
- V. There will be no significant differences between female parents and teachers.

- VI. There will be no significant differences between parents who have children attending special classes only, and teachers.
- VII. There will be no significant differences between parents who have children attending special classes as well as other children attending regular classes, and teachers.
- VIII. There will be no significant differences between male and female parents.
- IX. There will be no significant differences between parents of boys and parents of girls.
- X. There will be no significant differences between male and female parents of boys.
- XI. There will be no significant differences between male and female parents of girls.
- XII. There will be no significant differences between male parents of boys and male parents of girls.
- XIII. There will be no significant differences between female parents of boys and female parents of girls.
- XIV. There will be no significant differences between parents who have children attending special classes only, and parents who have children attending special classes as well as other children attending regular classes.
- XV. There will be no significant differences between teachers with formal training to teach EMR children and teachers without formal training to teach EMR children.
- XVI. There will be no significant differences between teachers experienced in EMR classes only and teachers experienced in both EMR and regular classes.
- XVII. There will be no significant differences between male and female teachers.

Importance of the Study

Educators must keep apprised of public opinion; on occasion they will deem it desirable to attempt to change and mold public opinion. On occasion, too, they may find it necessary to re-examine their own beliefs in the light of public opinion. Unless the objectives of parents and teachers coincide somewhat, they are not likely to be realized. An obvious indication of divergence of perception between public and teachers might well be parental criticism of the schools, teachers and curriculum. The following criticisms of Opportunity Classes were levelled in a published press interview by the parents of a Senior Boys' Opportunity Class student (Powers, 1968):

1. The whole system for the youngsters is seriously deficient;
2. Some teachers are failing badly in Opportunity Classes;
3. Slow learners are pushed into any "old barn;"
4. Vocational training is insufficient;
5. The curriculum lacks order and sequence.

The prevalence of this parental criticism is not known. However, two possibilities are suggested: (1) there is inadequate communication between the home and school with respect to educational objectives for educable mentally retarded students; and (2) parents have not been involved in the decision making process of formulating these objectives. Both communication and participative involvement are conducive to motivating people to strive toward goal achievement.

This study of parental and teacher perceptions of tasks should reveal the need, if any, for a program of communication and active involvement of teachers and parents in planning the education of the educable mentally retarded.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II The Problem of Definition

Chapter III Review of the Literature

Chapter IV Research Procedures

Chapter V Research Findings

Chapter VI Summary and Implications

IV. SUMMARY OF CHAPTER I

Efficient and effective deployment of educational resources demands identification of objectives, and their incorporation into a plan that is congruent with an acceptable philosophy and psychology of learning. Perceived public confusion over the task of education has given rise to the question "How does public and educator perception of educational priorities differ?"

The problem in this study is to investigate the relative importance placed on each task of the school by the parents and teachers of the boys and girls in Edmonton Public School Senior Opportunity Classes.

CHAPTER II

THE EDUCABLE MENTALLY RETARDED: DEFINITION AND CHARACTERISTICS

I. THE PROBLEM OF DEFINING MENTAL RETARDATION

Diverse terminology--idiocy, amentia, oligophrenia, feeble-mindedness, mental deficiency, mental subnormality, slow learner--reflects the problem of defining mental retardation. Over the years, mental retardation has defied a definition which is satisfactory to all of the professional and lay groups who are concerned with the field. Lynch (1967, p. 3) observes a growing consensus that the concept of mental retardation is extremely broad: it refers to a host of conditions that result in a variety of behaviours--particularly those abilities pertaining to dealing with information and solving problems--that fall below social standards. Significant in Lynch's observation is the inference that disability is as much a social value judgement as it is an objective description. Disability, whether mental or physical, has meaning only when one considers the behaviour of the person, the situations in which he finds himself, and the social norms inherent in those situations.

Dunn (1964, p. 54) offers three reasons in an attempt to explain the impatience with the definitional problem:

1. Since western civilization values intellect, negative value is attached to terms describing intellectual limitation: hence, the ongoing search for socially acceptable terms.
2. The numerous causes of mental retardation and related levels of functioning are difficult to classify under one rubric.
3. Since many disciplines--including education, psychology, medicine, and social services--have responsibility for different aspects of the field, there is a tendency for each to adopt a definition appropriate to its area.

Despite the heterogeneity of the field, there is one characteristic common to all mentally retarded persons--intellectual subnormality.

Terminology Prevalent in Education

The term most commonly used to describe mentally retarded children who may benefit from a public school education is "educable mentally retarded." The abbreviation EMR will be used in this study to refer to the educable mentally retarded. The Alberta Department of Education (1965, p. 1) employs the term "educable mentally handicapped."

Definition: Educable Mentally Retarded

One of the major criteria for defining children in the EMR group is intelligence quotient. Dunn (1964, p. 71) and Erickson (1965, p. 3) apply the term "educable mentally retarded" to children whose IQ scores place them in the 50 to 75 IQ range, and whose learning characteristics and social adjustment suggest the need for special services to serve their needs.

The Opportunity Classes in the Edmonton Public School System were established to meet the educational needs of students falling generally into the IQ range 50 to 75 as measured by an individual test such as the Stanford Binet. In addition to the formal test indications, the student must be showing some signs of difficulty in the normal class situation or, in the case of a pre-school child, have been assessed as incapable of performing in a regular class situation.

Four levels of Opportunity Classes for the EMR are in operation in the Edmonton Public School System:

1. Primary age 6 to 8
2. Junior age 9 to 11
3. Intermediate age 12 to 14
4. Senior age 15 up.

The Alberta Department of Education (1965, p. 1) cites, as one of the major criteria for defining children in the educable mentally handicapped group, an IQ within the approximate range 55 to 75, scored on the basis of individual intelligence testing.

International Variation

In this context it is interesting to note the international variability of intelligence quotient limits for special education of the EMR. UNESCO (1960) reports that Argentina, Australia, and Peru use IQ 50 to 80 as their limits. The German Federal Republic places children with IQ 65 to 85 in special schools. Switzerland uses IQ 70 to 90 as its limits for placement in special classes.

In Norway, children with IQ's between 50 and 70 attend special schools, and those between 70 and 85 have special classes. The Soviet Union does not use IQ scores, believing that they discriminate against the working class. Generally, the higher the emphasis of the culture on academic excellence, the higher the IQ limits for special school and special class placement.

Prevalence

Dunn (1964, p. 73) and Erickson (1960, p. 86) cite the figures 2% and 1.5 to 2% respectively, as approximate estimates of the prevalence of EMR students in the school population. Yet, according to the normal probability curve of intelligence, about 5% of the school population obtain IQ scores between 50 and 75. Dunn (1964) explains the discrepancy between the 2 and 5% figures:

While 5 per cent of the school population obtain I.Q. scores between 50 and 75, about one half of this population work up to or near capacity in the regular grades and seem to be reasonably well adjusted. Therefore they have not been labelled mentally retarded. Special education has been designed to serve only those youngsters who are not making satisfactory progress in the regular grades (p. 74).

Dunn (1964, p. 74) predicts an upward shift in the prevalence figure as a greater proportion of EMR students are found to have difficulties in social and emotional adjustment, and academic success in the regular grades:

Conceivably in the future, special services may be provided children with I.Q. scores as high as 80 or 85. This may provide a much better opportunity for educable mentally retarded students to achieve social and vocational competence. Should this become a practice, then the prevalence of educable mentally retarded students would increase to as much as 15 or 16 per cent of the school population (p. 74).

Intelligence quotient is one criterion used in identifying EMR students. Other criteria are indications of significant impairment in educational, personal, and social development.

II. CHARACTERISTICS OF EMR STUDENTS

Related to the child's estimated intelligence quotient is his predicted rate of development. Dunn (1964, p. 71), Mende (1967, p. 94), Garrison and Dewey (1965, p. 55), and Cawley and Pappanikou (1967, p. 77) state that the intellectual or mental development of the EMR child is about one-half to three-fourths of that of the average child. Erickson (1960, p. 3), Daly (1964, p. 19) and Garton (1965, p. 18) imply that the most important and constructive characteristic of the EMR child is that he can, with appropriate education, learn the basic skills essential for social and occupational independence, and may as an adult, cease to be regarded as mentally retarded.

According to Dunn (1964, p. 72) the EMR child enters school at a mental age ranging from 3.0 to 4.5 years. At school leaving age and through adulthood, he will range in age from 8.0 to 12.0 years. Dunn concludes that:

Most "educable" pupils will, in late adolescence, have the capacity, on the average, to achieve somewhere around the grade four to five level. Since this is the recognized point of literacy, it may be said that the educable mentally retarded, as a group, have the ability to be literate. While this generally holds true, most authorities recognize that few pupils with I.Q.'s in the 50 range will acquire this goal.

As the complexity of our society and competition for employment increase, one may predict an upward revision of the IQ limits which distinguish the educable mentally retarded.

A review of the literature reveals a lack of consensus regarding the non-academic characteristics of these students. Johnson (1958) states that most EMR children are within the normal range in most areas of their development:

Their primary deviation is in the area of intellectual growth where development is significantly retarded. Aside from this single deviation and the impact it may have in terms of growth and development where intelligence plays a significant role, mentally handicapped children appear, react, and grow in essentially the same ways and at approximately the same rate as their normal associates (p. 191).

Chalmers (1966, p. 89) has observed that most children in special classes suffer from a deflated ego, a lack of confidence and a deflated attitude gained through the years from failure, unsuccessful effort, and inability to measure up to what may have been unrealistic goals at home and school.

The Alberta Department of Education (1965) lists the more common learning and behaviour characteristics of the EMR child:

1. He may be older than others in his classroom because he has probably repeated grades or entered school at an older age.
2. He may appear to be emotionally maladjusted or to be a behaviour problem. He may compensate for repeated failures by over-aggression or over-submission.

3. He may have an extremely narrow interest range and be limited to the immediate and the concrete. Since the retarded child has limited abilities, he does not handle abstractions and concepts well and since his abilities are taxed by even ordinary assignments he has not the energy to maintain high interest in several things.
4. He may be less able to generalize than the average student. Since the transfer of learning from one situation to another is a measure of concept formation, which he has in only a limited degree, he cannot be expected, for example, to relate knowledge acquired in history to a situation found in geography.
5. He may be slow in reaction time and have a short attention span and poor concentrative abilities. The retarded child functions intellectually at a level similar to that of children some years younger than himself. His growth in academic skills will be slower. Because he is retarded, he requires more time to acquire knowledge and never matures mentally to the degree of the average child.
6. He will probably have an early history of slower developmental rate than the average child. Retarded children walk, talk, acquire toilet training and the like at a slower rate generally proportionate to the degree of mental retardation.
7. He may have poor general health. Research indicates a greater incidence of physical retardation, minor defects, and poor coordination among educable mentally handicapped children than among their normal peers. Many mentally retarded children are quite healthy but there is a small positive correlation between general health and I.Q.
8. Contrary to popular opinion he will probably not have average or above average mechanical or performance abilities. Retarded children frequently have better developed performance abilities than verbal abilities but even so, their performance skills do not usually equal those of the average child.
9. Again, contrary to popular opinion, the slow learner cannot, in most cases, be identified on the basis of his physical appearance. Some retarded children present easily distinguishable anomalies but those children are in a small minority (pp. 1-2).

Hungate and Hiskey (1957) report the characteristics of EMR children as revealed in an Illinois study (1954):

(1) They are able to learn second to fourth grade subject matter by the age of sixteen. (2) They do not begin to learn to read or to understand formal arithmetic until sometime between nine and twelve years of age. (3) They develop mentally from one-half to three-fourths the rate of the average child. After they begin to read, for example, they progress about half as fast as a normal child. If they begin to learn to read at the age of ten, they probably can gain three or four grades in the next six years. (5) Although their vocabularies will be limited, their speech and language will be adequate in most ordinary situations. (6) In most instances, they can learn to get along with people. (7) They can learn to do unskilled or semi-skilled work and can usually support themselves at the adult level (p. 25).

III. SUMMARY OF CHAPTER II

For purposes of the present study, the term "educable mentally retarded" defines those pupils whose IQ test scores place them in the 50 to 75 range, and whose learning characteristics and personal and social adjustment suggest the need for special educational services. The EMR group comprises approximately 2% of the school population.

One should not assume that the educable mentally retarded form a homogeneous group. They will have varied backgrounds, their handicaps will have varied causes, and they will present a wide range of behaviour and learning characteristics. In this way, they are like "normal" children.

CHAPTER III

REVIEW OF RELATED LITERATURE

I. EDUCATIONAL OBJECTIVES FOR EMR CHILDREN

Leaders in education for the mentally handicapped advocate a socio-occupational oriented curriculum for the educable mentally retarded of secondary school age. Table I shows how some of the writers in the field appear to rank the five general goal areas for the EMR: (1) Personal Development; (2) Leisure Activities; (3) Social and Family Relationships; (4) Vocational--Economic Skills; (5) Academic Abilities. The ranking of these goals indicates the order in which they were mentioned by the respective writers. Not all of these goals are mentioned by some of the writers. Certain writers would possibly include "Leisure Activities" under either "Personal Development" or "Social and Family Relationships." As a group, the writers rank "Personal Development" and "Social and Family Relationships" first and second respectively. The "Vocational Economic" goal is ranked third, since most writers appear to regard personal and social growth to be fundamental to vocational competence. These concepts will be expanded upon in the discussion under each goal area. Thus, the personal, social, and vocational aims prevail in the education of educable mentally retarded youth in North America today. Cawley and

TABLE I
RANKING OF GOALS FOR THE EMR BY WRITERS IN THE FIELD

WRITERS	GOALS				
	PERSONAL DEVELOPMENT	LEISURE ACTIVITIES	SOCIAL & FAMILY RELATIONSHIPS	VOCATIONAL-- ECONOMIC SKILLS	ACADEMIC ABILITIES
Carr (1959, p. 252)	1	2	3		
Cawley & Pappanikou (1967, p. 77)	1	2	3	4	
Chalmers (1966, p. 89)	1	2	3		
Daly (1964, p. 19)	1	2	3		
Davis (1965, p. 185)	1	2	3		
Delp (1960, pp. 79-81)	1	3	2		
Doll (1963, pp. 275-280)	1	2	3		
Dunn (1964, p. 91)	1	4	2	3	5
Erickson (1965, pp. 90-99)	2	3	4	1	
Garton (1965, pp. 4-7)	1	2	3		
Hutt & Gibby (1965, p. 272-273) .	1	2	3		
Johnson (1962, p. 63)	1	2	3	4	
Martens (1950, p. 11)	1	3	2	4	
Smith (1965, pp. 191-192)	2	5	4	3	1
Wallin (1955, pp. 249-259)	4	3	2	1	

Pappanikou (1967, p. 80) would recommend that these aims be maintained for some time to come.

The broad objectives of the educational program for the EMR are, in general, the same as those for all children. General goals have been suggested by the Educational Policies Commission of the National Education Association of the United States of America (1946, p. 47). Summarized they are:

1. Self-realization, which involves the development of the student's capacities to use basic educational (or academic) skills, and the promotion of his health, cultural, and recreational interests;
2. Development of awareness of human relationships, which involves an appreciation by the student of his role as a member of society;
3. Education for economic self-sufficiency, which involves vocational orientation, training, placement, and follow-up; and
4. Education for the assumption of as high a degree of civic responsibility as the student is able to attain.

There are large and real differences in what can be specifically accomplished for the EMR student as opposed to the average or superior student. These differences are reflected in the more specific educational objectives of the differentiated programs that have been designed for the EMR group. As Kirk and Johnson (1951, pp. 117-119) point out, the retarded child is generally slower in most things than the average child. He does better in physical and social areas than he does in academic tasks. He has greater success in hand skills than he has in those functions that depend on academic training. Vocationally, he usually

functions at an unskilled or semi-skilled job rather than at one which is highly skilled, although some EMR students often develop high degrees of skill in a particular area.

For these reasons, educational objectives for the EMR stress personal, social, and vocational competence. As Ingram (1953) indicates, the paramount aim of education is to "help the child react as a growing child to the situations both in and out of school and to establish habits and attitudes that will continue to operate as life goes on." This help is crucial to the retarded child because he is not as flexible in his adjustment to life, and is unable to contribute to society as extensively as is the more normal child. Further, the complexities of our social order often tend to be beyond his understanding.

A more comprehensive discussion of educational objectives for the EMR will be presented under the following dimensions:

1. Intellectual
2. Personal
3. Social
4. Productive.

Intellectual Objectives

Historically, the education of the EMR child has revolved around the "three R's." This undoubtedly was true, not because it was easier for the retarded to learn this type of material, but simply because this was what the environment, and what those who

were in a position to determine what education should or should not consist of, demanded.

Johnson (1962, p. 63) states that in order to realize the personal, social and economic objectives, EMR children must be provided with the experiences necessary to develop the attitudes, knowledge, skills, and concepts essential to their acquisition. The implication is that academic skills be related to personal, social, and economic adjustment. He expands:

Reading, arithmetic, and other basic skills are tools that will enable the individual to communicate adequately, to deal with situations in which quantitative relationships are involved and to continue to learn and acquire information. Only in this way can they become able to make appropriate adjustments to the variety of problems they will face as they change and the nature of their society and economy changes. Knowledge concerning their own physical and social environment is also important. With this they can better understand events and situations, and react appropriately in relation to them (p. 63).

Delp (1960) reiterates:

The development of a fund of useful, workable information is important for every person. To be adequate, all information given must be definitely related to the child's experiences. It must include not only information for daily use in the usual meaning, but it must also include factors concerning citizenship. The student must develop information on living in the home, on a job, and in the community (p. 80).

Syden (1965, p. 198) concurs with Johnson and Delp in recommending that the academic phase of a program be oriented to provide the EMR student with information and experiences which have the potential for helping him to learn to meet his everyday problems, to find a place in the economic world, and to give him an

understanding of his responsibility as a citizen. Academic aspects must relate to the life experiences of the individual.

Doll (1963, p. 280) would agree that literacy is obviously desirable, if attainable, since the success or failure of a person in Western civilization has, is, and apparently will continue to be based upon one's ability to express oneself orally, to read, and to write. The dilemma here is one of aspiration versus potential. Doll sees it necessary to de-emphasize the scholastic subjects. He adds:

It is practically impossible to find a teacher who will play down the importance or play up the impracticability of this area of learning. The usual teacher, certificated or otherwise, is accustomed to seat-work and bookwork (p. 280).

The need of educating each child in keeping with his capacities, limitations, and interests is imperative in dealing with EMR pupils because their limitations are greater and their interests are less varied and less extensive than those of normal children. It is tragic to see an EMR student drilled repeatedly on matters in which he has no interest, on matters which are beyond his capacity to understand, and on matters with which he has little, if any, prospect of ready association in ordinary life.

In that a child has been diagnosed educable mentally retarded, he has already demonstrated a certain lack of capacity to learn. It is futile for the classroom teacher to attempt to force such a child to master academic goals that are beyond his mental reach. Public education should help each child to advance

as far as his capacity permits him to go with a reasonable amount of teaching effort; but, lacking the capacity to do standard academic work, he should be offered something different which will better suit his needs, rather than be given merely less of the generally prescribed curriculum. Limitation of the educable mental retardate's program to the mastery of mere minimum essentials of academic knowledge will never prepare him to live a useful social life.

Personal Objectives

Because the educable mentally retarded are prone to develop personality liabilities because of the handicap itself, or because of social treatment to which they may be subjected, the school must be concerned with overcoming hampering personality characteristics and to developing those that are to be desired. In this context, Wallin (1955) states:

The teacher's job is to determine the nature of the child's emotional and intellectual reactions to his handicaps or limitations, and the defense measures and response patterns, successful or unsuccessful, good or bad, that may have been developed as a sequel or as a side effect. She should find out if he has used his handicap as a shield against facing his problems, as a device for dodging his responsibilities, or as a bid for sympathy. Has his handicap produced aggressive behaviour reactions designed to bolster his morale, to conceal his timidity, to cover up his weaknesses, to demonstrate his worth, to attract attention, to get even with someone, to relieve his tensions, or to assuage frustrations? Has he acquired personality maladjustments, attitudes, or habit patterns or feelings of insecurity and frustration, because of his deficiencies and failures, that may be more detrimental to his social, emotional and vocational adjustment than the handicap itself? Or have his adjustment difficulties been produced by social slights and maltreatment, such as pampering, overprotection, invidious comparisons, severe criticisms, discrimination, ostracism, lack of recognition (pp. 260-261)?

As was noted in Table I, many of the writers placed considerable emphasis on personal development, more especially, self-realization. This implies the foremost need for EMR students to learn to assess their strengths and weaknesses, and to develop tolerance for some failure without losing faith in themselves.

Personal adjustment is basic to effective living. Since society places high value on intellectual prowess, and since the retarded are more often the target of ridicule and railing than are their fellows, and since they display a certain lack of social sophistication, it is understandable that they require special guidance from the school in accepting and understanding themselves, in gaining the approval and acceptance of others, and in strengthening their personal securities and competencies.

The physical condition of an individual has an important influence upon his emotional stability. A student in poor health is easily discouraged, depressed, or angered, whereas a healthy person has a better chance of making friends, of having a vocation, and of becoming a respected member of the community. Growth in emotional and physical health may be promoted through appropriate programs of physical education, and training in habits of cleanliness, self-care and safety. Doll (1963) observes that most EMR children are at a personal and social disadvantage by their very appearance. He coins the term "adultation" in his discussion of the educable mentally retarded. He writes:

Cosmetic upgrading is a first goal in their adulation through education and training in grooming, dress, bearing, manners, self-confidence, modesty, and that galaxy of amenities which favour social acceptance by peers, friends, and strangers at home and abroad. Success in these strivings produces assured modesty, pride, and "proper" conforming instead of hostile behaviourism or stilted affectation (p. 279).

Since the retarded are impressionable and thus easily swayed into antisocial acts by others, Dunn (1964, p. 92) would place prime emphasis on character development. Dunn (1964, p. 92) and Davis (1965, p. 185) concur that the EMR child has special difficulty in making abstractions. Certainly right and wrong is a most complex abstraction. Rules and socially acceptable patterns of behaviour need to be stressed by the school.

The aim of the school should be to train the student in specific habits that will make life more pleasant and more efficient for the individual and for his associates. Chances are that EMR citizens will be accepted by society if they are cheerful, willing and obedient. Lacking these qualities, they stand to be shunned and disliked. Certainly courtesy and cooperation will help any individual to get along with people better than obstreperousness.

Programs for the EMR are philosophically based upon the dignity and net worth of the individual. This philosophy implies a striving by each individual toward a realization that he is an entity with something of worth to contribute. He needs encouragement to develop positively from what he is to what he may become.

Recreational Goals

One might well debate whether "Recreational Goals" best be subsumed under "Personal Goals" or "Social Goals." There is a definite relation with both. Since recreational skills have the potential of instilling in the individual a feeling of worth and self-satisfaction, and of providing a means of acceptance and recognition by other social groups, for purposes of this study, "Recreational Goals" will be assigned to the "Personal Dimension."

There is a tendency for the educable mentally retarded to engage in time-killing pursuits of little or no value from the standpoint of furthering mental, social, or physical health and efficiency. Wallin (1955) comments that "many people spend a lot of their leisure time in cheap dance halls or theatres, watching crime serials on television, joy riding, or reading pulp magazines and comic strips (p. 259)." This observation is not exclusive to the educable mentally retarded.

The problem is one of preparing EMR youth to use this leisure time purposefully in satisfying recreational pursuits that will facilitate social adaptation and personality development, and thus keep them away from the nomadic life of the streets--a life that may lead to physical and mental deterioration and to antisocial behaviour.

The problem is difficult because of the restricted interests of the educable mentally retarded, and because of the tendency among many of them to lead lives of indolence or to sit on the

sidelines as mere spectators. Several writers, Delp (1960, p. 81), Gershenson & Schreiber (1963, p. 104), emphasize the need for specific training in the recreational skills that normal children learn spontaneously or incidentally. Braaten (1968) cites findings from a 1960 report dealing with recreational needs for the EMR:

It was found that almost 46% of educable retarded youngsters (approximately 12 years of age) belonged to no recreation organization, as compared with 25% of the non-retarded. It was further found that those who joined organizations joined more of them than the normal child. Unfortunately there were no statistics to indicate how long they remained active members of these organizations. In discussing this point with parents the suspicion was confirmed that the children do not remain in the organized program for long (p. 4).

Braaten adds that the need for special recreation programs is reinforced by reports from employers of the educable retarded, indicating that although this group has been trained to perform a job well, many problems arise in the area of interrelationships at work and adjustment to extracurricular activities in the community. Some of the satisfactions that may be derived from recreational facility are suggested by Gershenson and Schreiber (1963, p. 104). Summarized they are:

1. Recognition and acceptance by the group;
2. A sense of accomplishment in activities in which the individual successfully interacts with others;
3. The experience of self-expression, especially when making a positive contribution to the group's activities;
4. The enhancement of self-esteem; and
5. The feeling of "belonging."

Social Goals

Unquestionably, the development of personal goals is basic to skills of social efficiency. Good mental and physical health are essential for social adjustment, social adequacy, and hence, social acceptance. Cawley and Pappanikou (1967, p. 79) report a study by Johnson (1950) which found that retarded children are rejected by normal class members, not because of their retardation, but because of their social inadequacy. In adult life, this social inadequacy may lead to difficulties in vocational adjustment--a quality which is highly important if one is to become an independent member of society.

Most children learn to live with others informally and find acceptance forthcoming without demand. However, the retarded student is often caught in a vicious spiral that is negative and limiting to his social development. The absence or denial of social experience leads to ineptness in chronologically appropriate social skills, which is further compounded by emotional difficulties which arise from concomitant feelings of rejection and deprivation. The very fanfare with which we press for acceptance of the EMR child emphasizes his deviations. Analyzing the concept of social efficiency, Martens (1950) emphasizes two traits--self-expression and self-control:

To be able to express one's self in work and play, in individual and group action in terms of personal abilities and interests is a primary requisite for happiness and efficiency. But to be able to control one's self in keeping with socially accepted standards of behaviour is

even more important. Self-expression without self-control leads to chaos and ruin. Criminals and ruthless war lords express themselves and strike terror to the hearts of the community and the nation. With all the emphasis that has been placed in recent years upon the need of permitting the child to "express himself," it should not be forgotten that, unless at the same time he learns to "control himself" for the good of others, his life will be marked by failure (p. 9).

Garton (1965, p. 9) points out that mentally retarded children are followers of the world, and that they are easily led into gangs and subsequently into delinquency unless socially desirable alternatives are specifically inculcated in them. Observations of Wallin (1955) support and extend the positions of Martens and Garton:

These students are particularly in need of socialization and training in acceptable social attitudes because many of them are not socially minded. Many are asocial and some are antisocial. Some are conspicuously deficient in the traits that are at the base of a healthy social and civic consciousness and in comprehension of the ideals on which a successful democracy must be based. They may be lacking in the concept that underlies feelings of respect for law and order and for the rights of other people, in appreciation of their duties to others and to themselves as self-respecting individuals, in the ideals of personal honour, and in the feelings of patriotic devotion and of obligation and willing submission they should harbour toward the state, which is often only a meaningless entity or barren abstraction to them (p. 257).

Since EMR students are less likely than children of average intellect to acquire knowledge concerning government procedures and voting procedures at home, the school might assume this responsibility. Students should be taught both their rights and responsibilities as citizens, and as much about the functioning of the social order as is possible. Generally, the emphasis should

focus on the local scene, followed by provincial, national, and possibly continental matters. International relationships and events may be beyond the interest and comprehension of EMR students.

Citizenship training should familiarize the individual with the various social and community agencies that have been provided to assist in the resolution of personal and social problems. An understanding of criminal law and civic bylaws seems important. Furthermore, the student should be taught the value of securing legal and medical advice from professional sources.

Barnard (1967, pp. 20-22) reports a detailed study of the special needs of retarded adolescents conducted by the University of Washington Adolescent Clinic in Seattle. The study revealed three major areas in which guidance and counselling, and, frequently, professional intervention are indicated for a successful adjustment to adulthood. The areas were:

1. The establishment of a significant degree of independence, including the mastery of self-help skills;
2. Guidance in the area of work training; and
3. Counselling regarding sexual behaviour, marriage, and family planning.

A very important part of the school program for the educable mentally retarded, according to Dunn (1964, p. 91) is the development of family skills. He reports that a considerable proportion, though less than one half, of the pupils in special classes are girls, most of whom will become housewives, and will bear and raise children. For them especially, but also for males in the class,

some of whom will remain bachelors, it is important that instruction be given in the domestic arts of family living and household maintenance.

The development of personal and social skills cannot be separated. The individual needs to develop a positive self-concept, personal dignity, and ego-confidence if he is to meet the world on anything like equal ground. Not only this, but he must develop confidence and trust in his fellow man, and more particularly in those who have authority over him if he is to be socially accepted. Inescapably, the educable mentally retarded are members of society and they must be taught to share in, and contribute to the life of the home and of the community. The ultimate goal is to educate them to become socially minded, socially adapted, self-respecting and law abiding citizens--worthy members of the family and of the community.

What the school accomplishes academically may in the end prove to be secondary to these more elusive goals in the full span of the individual's life.

Vocational Goals

Vocational education for the educable mentally retarded student is concerned with his socialization as well as with training him in vocational skills.

Hutt and Gibby (1965, p. 284) contend that mental age in itself is not the determining factor in the adjustment of the retarded child. "A high mental age is no more an indication of

success for many types of jobs than a low mental age is an indication of failure." The degree of vocational success depends largely upon the particular characteristics of the individual--his unique intellectual assets and liabilities; his emotional characteristics, including his motivation, interests and drives; and his social status. A complete program of vocational education embraces many different areas. The student must know the proper ways of behaving on a job, he must have the proper attitudes and work habits, and he must see the worth of his job.

Studies have shown that most persons are fired from their jobs because of personality reactions, and not because of their inability to do the job. An analysis of the differences between the employed and the unemployed (Kolstoe & Frey, 1965, p. 46) showed a definite superiority for the employed group in such personal and social characteristics as self-confidence, cooperation, cheerfulness, the ability to accept criticism, the ability to mix socially with other employees, the ability to concentrate on assigned tasks, and respect for superiors.

In a study of eighty closed cases of mentally retarded workers, Peckham (1951, p. 452) found prominent job adjustment problems of ten different kinds. In order of commonality of occurrence these are:

1. Lack of acceptance by fellow employees ("teasing," etc.).
2. Lack of social and vocational sophistication.

3. Salary dissatisfaction.
4. Inability to budget properly.
5. Lack of initiative and responsibility.
6. Job quitting for capricious reasons without preparation for the future.
7. Parental unrealism about client capacities.
8. Client unrealism about personal capacities.
9. Illiteracy.
10. Family over-protection.

Peckham (1951) further observes that "the mentally-retarded youth on his first job seems to fall into the role of that familiar psychological prototype, 'the rube,' a role that he finds quite painful (p. 452)." Peckham recommends that as students approach employability, their exposure to job sophistication receive increasing attention in the curriculum.

Vocational readiness. Allen and Cross (1967) stress the preparation which must precede actual job training:

For the educable retarded youth, work experience can only succeed where it is underwritten by appropriate social concept development and experiential background. These can neither be left to chance nor built in during adolescence, but must be consciously planned for in the curriculum at the elementary and junior high school levels.

The vocational education of the EMR student involves the cooperative efforts of many specialists.

The student must be made aware of his own limitations and assets. He should be acquainted with his vocational interests and aptitudes. Further, he should be familiarized with the nature and

duties of various jobs that might be open to him. This area of the student's vocational education demands the services of a skilled vocational guidance counsellor, who is aware not only of job requirements, but also of the problems of the retarded individual.

The student is also in need of highly specific vocational skills--the so-called hand skills which are needed on a specific job. These too, should be initiated at an early age, first at an easy level, then becoming progressively more difficult as the student matures.

After job placement is made--which in itself is no slight matter--the individual is in need of continuing follow-up services. These should help make his adjustment to adult responsibilities more adequate.

Further, the attitudes of the community--particularly those of potential employers--are of great importance. These groups need to be educated so that they can view realistically the EMR student, who lacks the usual high school diploma, as an industrial asset. However, as Erickson (1965) stresses, a vocational program requires an objective approach rather than an emotional appeal to the employers and to the community. "The school must be convinced, and must present evidence, that the students they are offering are an economic investment to the employer as well as to the community (p. 99)."

Work-study programs. Inauguration of work training in the elementary grades for educable mentally retarded youth has been

stressed. This training is not brought to fruition until the student attains the senior high school years. Syden (1965, pp. 200-201) observes the development of a two stage work-study program, in-school and out-of-school. He regards the ultimate step in the transition of the EMR youth from school to work as the placement of the student in industry on a part-time basis during his last two years in school. He suggests a work-study pattern in which the student attends school in the morning and participates in work training in the afternoon for three or four hours. Syden mentions two modifications of this pattern:

Baltimore has a variation of this pattern. It permits the trainee to be on the job full time for two weeks and return to school for the following two weeks, alternating on the job with another student. This procedure provides the employer-trainer with a full time trainee (Baltimore Public Schools, 1953). Another variation of work experience is the Lansing, Michigan, program which permits the student to work full time during his last year in school provided that he attends school one night a week. His experience is credited toward his high school diploma (Lansing Public Schools, 1957).

The student is usually paid the minimum wage rate for his services during the training period. This permits him to learn first hand the meaning of wages, deductions, savings and budgeting. However, this practice is not universal, for Altoona, Pennsylvania, does not require its employer-trainers to pay the student-trainee except in the form of gifts at the conclusion of the ten-week training period (Altoona Public Schools, 1961) (pp. 200-201).

The Texas program for the EMR, as described by Eskridge and Partridge (1963, pp. 452-458) utilizes seven sequential levels of development. The first three levels comprise the Elementary School setting, (chronological ages 6 to 12 inclusive).

The Junior High program (chronological ages 13 to 15 inclusive) consists of two levels. Level IV, "Introduction to Vocations," is designed for instruction in occupational education, social relationships, and homemaking as they relate to vocational proficiency in life situations. Academic subjects become functional rather than traditional in nature. The curriculum at Level V, "Exploring Vocations," concentrates on occupational education and vocational proficiency. Job training experiences are provided through the establishment of on-campus work stations, designed to facilitate student exploration and evaluation of, and experience in possible vocations in terms of his abilities as they relate to particular job requirements. As the students are rotated from job to job, in addition to gaining work experience, they are expected to develop dependability, work tolerance, good working relationships with fellow employees, and the ability to follow directions from persons other than the teacher.

Levels VI and VII are considered to be High School levels (chronological ages 16 to 21). Level VI, "On the Job Training," emphasizes the preparation and adjustment of the student, as an employee, for a particular job. Finally, the student progresses to Level VII, "Employment." Emphasis is placed on getting and holding a job, maintaining acceptable behaviour patterns, and on becoming a more productive employee. Problems encountered on the job, and during leisure time are essential parts of this final level.

Not only must the employee be able to perform the required work to the satisfaction of his employer: he must be satisfied himself with the work he is doing. The employer needs to understand the employee and his abilities. The youthful employee must be cognizant of both his limitations and his ability to be satisfied with the position.

Kolstoe and Frey (1965, pp. 38-39) report the kinds of jobs selected for the Vocational Adjustment Phase of the Southern Illinois University Employment Evaluation and Training Project (1957). Mentally subnormal males over sixteen years of age who were clients of the State of Illinois Division of Vocational Rehabilitation were provided with three weeks experience on each of five different jobs. The program was designed to evaluate the trainee's use of his vocational and intellectual skills in a real job situation, and to provide experience in different areas of work with which he may have been unfamiliar. The jobs which were selected for use were of the following type:

1. FOOD SERVICE--such as cafeteria and small individual drive-in variety.

The work includes such things as washing dishes, cleaning the kitchen area, food preparation, taking orders, serving customers, both machine and manual dishwashing, and the preparation of such things as hamburgers, coffee, salads, vegetables, meats, and bakery goods.

2. GENERAL SERVICE WORK--such as greenhouse, supermarket, and automobile service station work.

This includes such things as cutting, potting, watering, and generally caring for plants, planting flowers, mixing

soils, and even making decorations; stocking shelves with merchandise, pricing, changing prices, cutting and packaging produce, and carrying out groceries; pumping gas, checking oil, washing cars, changing tires, cleaning windshields, and generally waiting on customers.

3. JANITORIAL SERVICE--both in hospitals and in living quarters.

This includes such things as sweeping, dusting, mopping, preparing and carrying ice to rooms, tending the furnace, caring for grounds, handyman duties, washing laundry, and setting tables.

4. JOBS OF LIGHT INDUSTRIAL NATURE

This includes such things as printshop work, athletic equipment repair, drycleaning and warehouse work, and such specialized tasks as working on both simple and complex machines for collating and assembly work; general delivery service, cutting, cleaning, and otherwise preparing books for rebinding; cleaning, refinishing, and binding the books themselves as well as map repair and map preservation; included also would be industrial work either of tearing down equipment or repairing various kinds of equipment. In warehouse work such things as loading and unloading trucks, storing fruit and other materials and sorting and collecting were done. To some degree clerical tasks were made available through the University Textbook Service and the Registrar's Office where simple filing and recording of student records were practiced.

All in all, the experience was designed to provide as many different types of experiences as possible to the trainees in order to find out in which area they displayed the greatest aptitude for employability.

In 1965, the Saskatchewan Association for Retarded Children in cooperation with the Department of Education instituted, as a Centennial project, a Work Training Program for EMR youth. Primarily, the work portion of the program was intended to prepare these youth for a smoother transition from school into competitive

employment and adult living. Personal traits were stressed, as well as employee-employer, and employee-customer relations. Learning of specific job skills was incidental to the program.

Sanche (1968) carried out a study to determine if there were positive changes in self-concept and belief of two groups of educationally retarded youth. One group was enrolled in the Cooperative School-Work Training Program; time was shared between employment and school. The other group was enrolled in a Junior Vocational Program--a special program which did not include work experience. Sanche found that the educationally retarded youth enrolled in the Cooperative School-Work Training Program had more positive self concepts and fewer irrational beliefs than did the students enrolled in the program that did not include work experience.

Sanche suggests that it seems reasonable to surmise that the distinguishing characteristics of the program contributed to the improvement:

First, the program was different from traditional schooling in that students spent part-time and often half-time in work stations outside of the regular school. Second, competition was removed in that the employer-trainer was fostering individual growth rather than attempting to earn economic return from the trainee. Third, because of their age, desire for independence and proximity to the time when they must seek full-time employment, job training was viewed (by the students) as very desirable (p. 40).

Sanche concludes that "the Cooperative School-Work Training Program appears to offer the best preparation for life presently

available for educable retardates and slow learners (p. 44)."

Furthermore, Sanche recommends that objective measures of self-concept, personality and beliefs, may provide more adequate bases for special program planning than measures of mental ability and records of past failures.

Driver education. The ability to drive may qualify an individual for various employment opportunities. Certain jobs require that the employee be able to get himself to and from the work situation. Therefore, it would seem appropriate to include driver training in the vocational program. Erickson (1965, pp. 96-97) indicates that studies attempting to compare the driving proficiency of EMR students with that of normal students found that there is no difference in the manual dexterity of the two groups, and that the reaction times of mentally retarded individuals fall within the normal range. The main weakness among the EMR group was the failure to anticipate events.

II. POSTSCHOOL ADJUSTMENT AND FUTURE PROJECTIONS

Follow-Up Studies

What happens to adults who were labeled "educable mentally retarded" while in school? Dunn (1963, pp. 87-90) reports that most studies of graduates from special classes for the EMR show the majority of both males and females make successful social adjustments in the community. He elaborates:

(1) Research bears out the fact that approximately 80 percent of the educable mentally retarded are able to become self-supporting, contributing members of society; (2) they tend to marry higher IQ spouses and give birth to almost normal children; (3) retardates do particularly well during times of high employment and national emergencies and have difficulties during times of depression; (4) crime records are slightly higher than for persons of higher IQ, but offences are of a minor nature; (5) most commonly held jobs include food preparation and service, laundry and cleaning, janitorial service, factory production, housekeeping and other forms of personal service; and (6) the increasingly complex society has made it more difficult for the unskilled, less intelligent youth to find employment (pp. 87-90).

Dunn (1963) cites several follow-up studies of graduates from EMR classes:

Charles (1953) found that 80 percent of his retarded group were married. They had an average of 2.03 children whose average IQ was 95. Charles also found that 40 percent of his group had a record of some kind of law violation, . . . Lee, Hegge, Voelker (1959) followed up graduates from Detroit special classes and from Wayne County Training School. Only 61 percent of the special class and 28 percent of the residential training school graduates had achieved even minimal social and economic adequacy in young adulthood. A considerable percentage failed to abide by the laws; a large proportion of the girls were sexually delinquent.

Peterson and Smith (1960) . . . found that the retarded had substantially more problems than their more normal peers (pp. 87-90).

Dunn suggests that the less than optimistic findings of these studies may be explained by the fact that they were conducted during a period of recession. Furthermore, factors including technological innovation in industry, the population explosion, and increasing societal complexity, make it more difficult for the retarded to find competitive employment.

Future Employment Predictions

Several writers (e.g. Erickson, 1965, p. 18; Daly, 1964, p. 19) argue that the job future for the retarded will worsen. These writers cite the reduction of low-skilled job opportunities, competition by high school dropouts and other unskilled workers for low-skill jobs, restrictions placed on workers by trade unions, and the prediction of more leisure time as the work week is shortened in many areas of employment, as the factors that have precipitated a concern for the future employment opportunities of the retarded. The steady increase in the degree of intelligence and education required for successive generations of North American workers seemingly puts the EMR individual at a serious disadvantage.

Fraenkel (1961, p. 51) takes an optimistic view, reasoning that the retarded will be helped by automation. He points out that retarded persons have found their greatest employment opportunities in the service occupations. Automation serves to bring about a growth of these since it brings more leisure for all by reducing the length of the work week. He argues that persons with leisure time demand more services since they take more vacations, eat more meals in restaurants, and so on. To satisfy these demands, more and more people will be needed in the service occupations, including, Fraenkel anticipates, more of the retarded.

The foregoing discussion suggests the appropriateness of constant review of the social and employment status of mentally retarded individuals in their particular communities, and the

simultaneous re-evaluation of the curricular offerings that provide students with the skills essential to meet the requirements of available employment opportunities.

Johnson (1958, p. 209) reasons that if a high school education is considered to be the minimum requirement for normal children (ordinarily achieved at age 18), an educational program for the EMR must be planned to carry through at least to this age, and perhaps beyond.

Since society makes few concessions to the mentally retarded, it is imperative that the school develop in the student personal, social, and vocational skills that will enable him to compete successfully in the community.

III. PARENTAL REACTIONS TO AN EMR CHILD

The most carefully conceived school program is likely to be ineffective unless provision is made to involve the parents, whose understanding and cooperation are vital to the adjustment of the child. Wallin (1955, p. 266) feels that the vast majority of parents give this cooperation; nevertheless, he stresses the importance of keeping parents informed:

Programs of parent education are almost always needed for the purpose of enlightening parents regarding the nature, causes, and consequences of childhood handicaps, the psychological, social educational, and medical treatment of children with handicaps, and the nature and purposes of the school program (p. 266).

The realization that their child is mentally retarded does not have the same impact upon all families. Begab (1956, pp. 515-524) investigated a number of the factors influencing parents' reactions to their child's deficiency. He found that while the attitudes of society, the nature of the environment, and the unique characteristics of the retarded child were common factors to which all parents were exposed, the manner in which the individual parent adjusted to the problem varied in each instance, and was determined by diverse considerations. Among the considerations was the personal adjustment of the parent, which included his physical, social, and emotional resources. The problem of acceptance was considered less severe to the financially able, emotionally mature and intelligent parent than to the less capable parent. For some parents, Begab observed that the retarded child represented a threat to the parents' ego as a reflection of their own inadequacies, or as a function of their lifelong aspirations. Such parents were often unable or unwilling to accept outside help because of the social stigma with which they associated the child's deficiency. Begab considers the nature and degree of the child's deficiency, the presence of other children in the family, and the intellectual and emotional resources of the parents to be important factors influencing the degree of parental acceptance.

In addition to the factors suggested by Begab, Erickson (1965, p. 107) observes that parents are less inclined to accept a diagnosis of mental retardation for the child who is in the

higher IQ range of the retarded classification, or whose behaviour and appearance do not differ greatly from that of other children. She suggests that families in the lower socio-economic levels may find it difficult to accept a diagnosis of retardation for a member of the family who shows no greater disability than other members of the family, or for whom the family expectations are so low that his inadequacy is not recognized.

Michaels and Schucman (1962) hold a different opinion:

In general, it is our impression that the lower intellectual groups appear to be somewhat better able to accept the fact of the retardation with less serious or long lasting emotional disturbance. They do not usually have high intellectual ambitions for their children, and, since many are themselves highly dependent on social agencies, hospital, and clinics, the child's inability to get along in the world without constant supervision and external assistance is not in itself a source of deep concern.

The more intelligent parents, however, appear likely to suffer more acutely under the impact of the tragedy in our observation. They tend to belong to higher educational and socioeconomic levels, and are apt to place a greater emphasis on intelligence in their own value systems. A genuine acceptance of a child who is inferior in this respect becomes especially difficult for them. In addition the disparity between the achievements of their retarded child and those of other children in the family is usually extremely obvious. So, too, are the many social and interpersonal problems involved in the relationships with other children in the neighbourhood (pp. 568-569).

The more thoroughly a family partakes of the success-oriented values of our culture, the more likely it is to be traumatized by the discovery of a defective child. Zuk (1962, pp. 405-408) speaks of the cultural dilemma in which such a family finds itself. The dilemma stems from the fact that our culture

holds that it is good to be a parent, but bad to be the parent of a defective child, since our highly competitive society disapproves of those who are unable to maintain the standards of materialistic success. The expectations which parents hold for their child, usually even before he is born, are in one form or another, variations of the basic cultural stereotype of the successful individual. When these expectations are frustrated by a child who is not equipped to fulfill them, the ensuing disappointment, anger, and guilt complicates the parent-child relationship.

Special class teachers should be cognizant of parental attitudes which are inimical to the child's educational progress. One of these is the tendency for parents to hold academic aspirations which the child is incapable of achieving. Baroff (1963) states that "Overly-high educational aspirations are not unique to these parents but they are prone to cling to illusory hopes for a longer time and with greater tenacity than are parents of non-handicapped children (p. 39)."

The unhappy consequence of parental inability to narrow the gap between expectation for the child and his probable achievement level is the initiation of a self-renewing cycle of failure. Aware of continuous failure to win parental approval, but impeded by his handicap from understanding why, he is likely to regard the apparent source of his difficulty--the school situation--with increasing anxiety.

According to Erickson (1965, p. 105), a common first

reaction of parents to the child's failure is to blame the school for poor teachers, poor methods, uninteresting materials, overcrowded classes, or lack of attention to the child's needs. These parents may attempt to remedy the situation by changing schools, employing a tutor, or by demanding additional homework for the child.

Parents who seek the cause of failure in the child himself, may resort to punishment, nagging, withdrawal of privileges, and even bribes to promote greater effort.

Parents who look for physical cause are likely to be receptive to advertisements of diets, drugs, and treatments that promise intellectual acceleration.

Perhaps the greatest tragedy of the parents' concern for the child's disabilities is that areas of ability and potential become obscured. These parents are not likely to support a school program in which academic achievement is subordinate to growth in social and personal skills.

In addition to the parent who expects the impossible, the teacher will also face those who seemingly want too little. There are parents who not only accept the child's handicap, but appear to approve of it. Baroff (1963) explains that, "In their loneliness, these parents see the child's dependence on them as giving meaning to their own lives and their efforts are bent toward discouraging the child's greater acquisition of self-sufficiency (p. 40)."

Parental attitudes are of the utmost importance to the

development of all children. Both a child's personality and self-concept are significantly determined by his parent's attitudes towards him. If a child is given the emotional security of parental attitudes of acceptance, he is likely to develop a confident and stable personality. If, however, the child experiences or senses attitudes of rejection, he is likely to be disturbed. Since a mentally retarded child is less able to understand the attitudes of his parents, the greater the difficulty the parents have in accepting their handicapped child, the harder it will be for the child to accept himself and to make the personal and social adjustment of which he would otherwise be capable. How others accept or reject an individual colours his general commerce with the environment.

IV. SUMMARY OF CHAPTER III

Educable mentally retarded students need a curriculum that will prepare them to maintain themselves as contributing members of society. A watered-down version of the regular curriculum will not suffice. Many personal and social skills which average children acquire incidentally must be formally taught to the educable mentally retarded. Certainly, any academic skills that the EMR student can attain will better enable him to maintain himself in society: however one should remember that his academic potential is likely to be limited to the upper elementary grade level and that a stubborn effort at academic subjects is senseless. The

content of the curriculum should consider that some of these students enter a special class at an age which precludes giving them complete training. The school may have only a limited number of years in which to equip a student with the skills he will need to become capable of making a satisfactory social and occupational adjustment. In all cases, the program ought to be designed to meet the student's immediate needs as well as his needs as an adult citizen. The confidence and support of the parents can contribute to the success of a program. Equally as crucial as a well-conceived curriculum may be a program designed to inform parents of the realities that confront their children.

CHAPTER IV

RESEARCH PROCEDURE

Design of the Study

The focus of this study was the priority assigned to each task of education by parents and teachers of students at the Senior Opportunity Class level. At the time of the Study, Senior Opportunity Classes in the Edmonton Public School System were centralized in a downtown location as part of a pilot project in preparation for a move to a new school, scheduled to open in September, 1969. The new facility was planned to accommodate both Intermediate and Senior Classes.

The request to conduct the proposed study was submitted to the Edmonton Public School Board. Permission to proceed was granted, subject to the following qualifications:

1. The particulars of individual respondents will in no way:
 - (a) be passed on to other agencies;
 - (b) be available to any individuals not directly involved in the collection and analysis of data;
 - (c) appear in, or be possible to determine from the reports made on this study.
2. All school and student records will remain within the confines of the school involved.
3. All contacts with parents will be done strictly through the pupils and in a manner agreed to by the principal of the participating school.

4. That questions pertaining to the occupation and education of the parents be omitted on the grounds that they tend to imply a certain sociological difference between parents of regular and opportunity class pupils, and could cause embarrassment to parents and constitute an invasion of their rights.
5. That the material be distributed with a covering letter which encourages participation but assures parents that they are free to return the forms without completing them if they so wish.

The researcher signed a declaration guaranteeing anonymity to all participants.

Prior to the collection of the data, the researcher outlined the nature and procedure of the study at a staff meeting. One of the teachers agreed to serve as coordinator in the school. The study was also introduced to a group of the parents at a parents' association meeting. No objections to the study were received from either the teachers or the parents.

The questionnaires were distributed and returned through the students. Excellent cooperation was received from the administration and staff in this regard.

Description of the Sample

The analysis of this study was based on 141 *Surveys* returned. One hundred twenty-six were from parents; fifteen were from staff members. These corresponded to 62.4% of the total parent population and 100% of the staff population. Socioeconomic data was not obtained for the parents; this, coupled with partial parent response, suggests bias in favour of parents who come from middle and upper socioeconomic levels of society.

The parent sample. Table II shows the composition of the parent sample. Males numbered 53, representing 42.1% of the sample, while females numbered 73, representing 57.9% of the sample. There were 28 male parents of boys, comprising 22.2% of the sample; 31 female parents of boys, comprising 24.6% of the sample, 25 male parents of girls, comprising 19.9% of the sample, and 42 female parents of girls, comprising 33.3% of the sample.

Twenty-six parents, or 20.6% of the sample had children attending special classes only. One hundred parents, or 79.4% of the sample reported having children attending regular classes or post-secondary institutions of learning in addition to having children attending special classes.

The staff sample. Table III shows the composition of the staff sample, which was composed of both administrative and teaching staff. Six males and nine females comprised the sample. Only two of the teachers had formal training, that is, university course work, in the teaching of the educable mentally retarded. Two of the teachers reported that they had not taught previously in a regular class; therefore, all of their full-time teaching experience had been in a special class. Length of service in classes for the EMR ranged from one to eight years, with a mean of four years. For 53.3% of the teachers, the 1968-1969 school year was their first year in an EMR class. Four teachers, or 26.7% had taught EMR students for two years. There were two teachers, or

TABLE II
COMPOSITION OF THE PARENT SAMPLE

Category	Frequency	Percentage of Male Sample	Percentage of Female Sample	Percentage of Total Sample
Male parents	53	100.0	--	42.1
Female parents	73	--	100.0	57.9
Total parents	126	--	--	100.0
Male parents of boys	28	52.8	--	22.2
Female parents of boys	31	--	42.5	24.6
Total parents of boys	59	--	--	46.8
Male parents of girls	25	47.2	--	19.9
Female parents of girls	42	--	57.5	33.3
Total parents of girls	67	--	--	53.2
Parents of students in special classes only	26	--	--	20.6
Parents of students in regular and special classes	100	--	--	79.4

TABLE III
COMPOSITION OF THE STAFF SAMPLE

Category	Frequency	Percentage of Sample
Male	6	40.0
Female	9	60.0
Formally trained to teach the EMR	2	13.3
Not formally trained to teach the EMR	13	86.7
Teaching experience in EMR classes only	2	13.3
Regular and EMR class teaching experience	13	86.7
Experience in EMR class:		
(a) 1 year	8	53.3
(b) 2 years	4	26.7
(c) 3-5 years	2	13.3
(d) 6 years and over	1	6.7
	15	100.0
Range of experience in EMR classes:	1-8 years	
Mean years of experience in EMR classes:	4 years	

13.3% of the sample in the "three-to-five years" category. One teacher reported "six years or over."

The Public School Tasks Survey

The instrument used to collect information on parent and teacher perception of the task of educating EMR students at the Senior Opportunity level was based on *The Task of Public Education (T. P. E. Opinionnaire)*, (Downey, Seager & Slagle, 1959) constructed at the Midwest Administration Centre of the University of Chicago. Their identification of the elements of the tasks of public education was achieved through a review and synthesis of statements of educational objectives from the time of Horace Mann until the past decade. As the researchers reviewed the various statements, it became apparent that they contained more redundancy than originality. Table IV displays the resulting statement (Downey, 1960, p. 24). The framework is made up of four categories, each containing four dimensions that the school might adopt. Category A, "Intellectual Dimensions," deals with the intellectual and academic phase of education. Category B, "Social Dimensions," includes concepts, skills, and attitudes that are relevant to human relationships in informal groups and in society. Category C, "Personal Dimensions," is concerned with the physical, emotional, moral and aesthetic development of the individual. Category D, "Productive Dimensions," refers to preparing students for several aspects of adult living. Downey (1960) points out that

TABLE IV

DOWNEY, SEAGER, AND SLAGLE:
DIMENSIONS OF THE TASK OF PUBLIC EDUCATION:
A CONCEPTUAL FRAMEWORK

A. Intellectual Dimensions

1. POSSESSION OF KNOWLEDGE: A fund of information. Concepts.
2. COMMUNICATION OF KNOWLEDGE: Skill to acquire and transmit.
3. CREATION OF KNOWLEDGE: Discrimination and imagination, a habit.
4. DESIRE FOR KNOWLEDGE: A love for learning.

B. Social Dimensions

5. MAN TO MAN: Cooperation in day-to-day-relations.
6. MAN TO STATE: Civic rights and duties.
7. MAN TO COUNTRY: Loyalty to one's own country.
8. MAN TO WORLD: Inter-relationships of peoples.

C. Personal Dimensions

9. PHYSICAL: Bodily health and development.
10. EMOTIONAL: Mental health and stability.
11. ETHICAL: Moral integrity.
12. AESTHETIC: Cultural and leisure pursuits.

D. Productive Dimensions

13. VOCATION-SELECTIVE: Information and guidance.
 14. VOCATION-PREPARATIVE: Training and placement.
 15. HOME AND FAMILY: Housekeeping, do-it-yourself, family.
 16. CONSUMER: Personal buying, selling and investment.
-
-

each category "closely resembles the values and theories expressed by identifiable kinds of popular educational philosophies ... (p. 25)."

Downey (1958) makes the following claims for this framework:

1. Most of the important elements of education's task are included;
2. No one element is duplicated by any other;
3. Each item is stated in such definitive terms that there is little chance of overlapping or ambiguity among items (p. 26).

The *T. P. E. Opinionnaire* contains two sets of task items, one relating to the Elementary School, the other to the High School. These are presented in Tables V and VI respectively.

The instrument used in this present study--*Public School Tasks Survey*--may be found in Appendix A, page 149. The *Survey* contained sixteen items drawn from Downey's Elementary and High School task items. Under the "Social Category: Man to Country Dimension," the item "Loyalty to American and the American way of life" was "Canadianized." Under the Personal Category: Aesthetic Dimension," the item "Enjoyment of cultural activities--the finer things of life," was revised to "Hobbies, sports, and recreational activities." The wording of other task items was modified to facilitate understanding on the part of the respondents.

The division of the Elementary and High School Tasks into the four categories--Intellectual, Social, Personal, Productive--is shown in Table VII. The Elementary item numbers correspond to the item numbers used in this study.

TABLE V
DOWNEY'S ELEMENTARY TASK ITEMS

A fund of information about many things. (1)	A well cared for, well developed body (9)
The basic tools for acquiring and communicating knowledge--the 3 R's. (2)	An emotionally stable person, able to cope with new situations. (10)
The habit of figuring things out for one's self. (3)	A sense of right and wrong--a moral standard of behaviour. (11)
A desire to learn more--the inquiring mind. (4)	Enjoyment of cultural activities--the finer things of life. (12)
The ability to live and work with others. (5)	General awareness of occupational opportunities and how people prepare for them. (13)
Understanding rights and duties of citizenship and acceptance of reasonable regulations. (6)	Classification and training for a specific kind of high school program--academic, technical, etc. (14)
Loyalty to America and the American way of life. (7)	Understanding the role of various family members. (15)
Knowledge of and appreciation for the peoples of other lands. (8)	An introduction to budgeting and effective use of money and property. (16)

TABLE VI

DOWNEY'S HIGH SCHOOL TASK ITEMS

A fund of information about many things. (17)	A well cared for, well developed body. (25)
Efficient use of the 3 R's--the basic tools for acquiring and communicating knowledge. (18)	An emotionally stable person, able to cope with new situations. (26)
The habit of weighing facts and imaginatively applying them to the solution of problems. (19)	A sense of right and wrong--a moral standard of behaviour. (27)
A continuing desire for knowledge--the inquiring mind. (20)	Enjoyment of cultural activities--the finer things of life. (28)
A feeling for other people and the ability to live and work in harmony. (21)	Information and guidance for wise occupational choice. (29)
An understanding of government and a sense of civic responsibility. (22)	Specialized training for placement in a specific job. (30)
Loyalty to America and the American way of life. (23)	The homemaking and handy-man skills related to family life. (31)
Knowledge of world affairs and the inter-relationships among peoples. (24)	Management of personal finances and wise buying habits. (32)

TABLE VII
ITEM AND DIMENSION KEY

Category	Dimension	Item	
		Elem.	High
Intellectual	Possession of Knowledge	1	17
	Communication of Knowledge	2	18
	Creation of Knowledge	3	19
	Desire for Knowledge	4	20
Social	Man to Man	5	21
	Man to State	6	22
	Man to Country	7	23
	Man to World	8	24
Personal	Physical	9	25
	Emotional	10	26
	Ethical	11	27
	Aesthetic	12	28
Productive	Vocation-Selective	13	29
	Vocation-Preparative	14	30
	Home and Family	15	31
	Consumer	16	32

The items on the survey instrument were coded with letters from the Greek Alphabet. The researcher was of the opinion that the use of either Arabic numbers or letters from the English Alphabet might lead some of the respondents to believe that there was a correct way of ordering the items. For purposes of reporting the analysis of the data, numbers have been reassigned to the tasks.

The sixteen *Survey* tasks are:

INTELLECTUAL

1. Knowledge about many things.
2. Reading, writing, and arithmetic.
3. How to figure out things for one's self.
4. To want to learn more.

SOCIAL

5. To know the rights and duties of being a citizen.
6. To feel for other people and to live and work in harmony.
7. To be loyal to Canada and the Canadian way of life.
8. To know about world affairs.

PERSONAL

9. How to develop and care for one's body.
10. To know how to meet the realities of life.
11. Standards of right and wrong.
12. Hobbies, sports, and recreational activities.

PRODUCTIVE

13. To know what jobs are open in terms of one's interest and ability.
14. Training for placement in a specific job.
15. Homemaking and handyman skills needed for family life.
16. How to manage money and to buy wisely.

The Educable Mentally Handicapped Subcommittee, under the direction of the Elementary School Curriculum Committee, of the Alberta Department of Education (1965) states eight objectives on

the basis of social, occupational, and personal needs. The numbers in parentheses refer to the items used in the present study:

1. Development of social competence--how to get along with your fellow man (6).
2. Development of occupational competence through a program of vocational counselling and training (13, 14).
3. Development of emotional security and independence (10, 11).
4. Development of adequate habits of health and sanitation (9).
5. Mastery of minimum essentials of tool subjects as far as possible (2).
6. Development of useful leisure time activities (12).
7. Development of the ability to become well-adjusted members of a family (15, 16).
8. Development of useful citizens in the community (5, 7, 8) (p. 4).

The Alberta statement (1965) observes no difference in the needs of educable mentally retarded and normal children, but points out that "a more intensive effort is required to meet these needs (p. 4)."

Comparison of the tasks of the school as expressed by the *Public School Tasks Survey* and the objectives deemed important for EMR students by the Alberta Department of Education established sufficient congruence to make the instrument suitable for this Study.

Instructions to Respondents

Each respondent was supplied with a set of gummed task labels, and was asked to sort the tasks according to their importance in the education of students attending Senior Opportunity Classes. In the first box at the top of the answer sheet, the respondent was requested to place the task that he considered to be the most important. In the second box he was to place the task label next in importance, continuing to place all of the labels into the boxes in order of decreasing importance until he had placed the task he considered least important in the sixteenth box. Separate answer sheets were provided for parents and educators due to the different personal information requested of each group.

Delimitations

1. No attempts were made to evaluate the degree to which the school succeeded in achieving the tasks as ranked either by the educators or the parents, or as set down by the Alberta Department of Education.
2. The study concentrated on Senior Opportunity Classes for the Educable Mentally Retarded, and did not take into account classes at the Intermediate, Junior, and Primary levels.
3. The study does not consider whether or not special classes are the most appropriate setting for the education of educable mentally retarded students.

Limitations

1. The study was confined to 202 parents and fifteen educators from the City of Edmonton.
2. Socioeconomic data was not obtained for the parents.
3. The *Public School Tasks Survey* is a forced choice instrument. Accordingly, it is impossible for the researcher to determine if the respondent would wish to eliminate some of the low ranking tasks or to add others.
4. Variations in the situations under which the responses were made, the likelihood of mutual consultation between parents (man and wife), as well as transient personal factors, have likely affected the responses.

Assumptions

1. It was assumed that both sets of the tasks of educating the EMR as listed by the *Public School Tasks Survey* and by the Alberta Department of Education were sufficiently alike to make the *Survey* suitable for the study.
2. It was assumed that the *Public School Tasks Survey* possessed the degree of validity and reliability necessary for this study.
3. It was assumed that the questions were answered in good faith.

Summary of Chapter IV

The parent and educator samples were chosen from the total population of parents and educators associated with Senior Opportunity Classes of the Edmonton Public Schools.

The data were collected by the use of the *Public School Tasks Survey*, based on the *T. P. E. Opinionnaire*. After a comparison of the tasks of education for the educable mentally retarded as defined by the *Public School Tasks Survey* with those established by the Alberta Department of Education, it was concluded that both sets of tasks were of sufficient similarity to justify the use of the *Survey*. The *Survey* was delivered to the parents and returned to the school by the students.

CHAPTER V

RESEARCH FINDINGS

Analytic Procedure

Data obtained from the returned *Surveys* were processed with the assistance of the Division of Educational Research Services. The facilities of the Department of Computing Science were used for the analysis of the data. Because the responses provided by the *Public School Tasks Survey* were ordinal in nature, and because normal distribution could not be assumed, nonparametric statistics were used.

The rank order of the sixteen tasks for any given group was established in the following manner. The boxes onto which the task labels were placed were assigned ordinal number values from one to seven. The task which was ranked in the most important box, Box 1, was assigned an ordinal value of seven. The tasks ranked in Boxes 2 and 3 were each assigned a value of six. The tasks ranked in Boxes 4, 5, and 6 were each assigned a value of five. The tasks ranked in Boxes 7, 8, 9, and 10 were each assigned a value of four. The tasks ranked in Boxes 11, 12, and 13 were each assigned a value of three. The tasks ranked in Boxes 14 and 15 were each assigned a value of two. The task which was ranked in the least important box, Box 16, was assigned a value of one. The effect of this weighting scheme was to achieve normal distribution of the tasks. Those tasks that were perceived as most important were placed at

the top of the list, those least important at the bottom, and the bulk of the statements in the intermediate range. The *T. P. E. Opinionnaire* (Downey, 1959) instructs respondents to sort the tasks into seven categories. This procedure was considered unsuitable for the sample responding to the present *Survey*. After the ranked tasks had been weighted, the sum of scores for each task was computed. The tasks were then ranked according to the sizes of the sum of scores. When tied observations occurred, the observations were assigned the average of the ranks that they would have been assigned had no ties occurred. Priority ranks arrived at in this manner have no strict absolute value because they are based upon ordinal rather than cardinal numbers.

To ascertain whether or not there was overall agreement within each of the parent and teacher groups on the ranking of the tasks, the Kendall Coefficient of Concordance: \underline{W} , was computed. Regarding interpretation of \underline{W} , Siegel (1956) states:

A high or significant value of \underline{W} may be interpreted as meaning that the observers or judges are applying essentially the same standard in ranking the \underline{N} objects under study. Often their pooled ordering may serve as a "standard," especially when there is no relevant external criterion for ordering the objects.

It should be emphasized that a high or significant value of \underline{W} does not mean that the orderings observed are correct. In fact, they may all be incorrect with respect to some external criterion. . . . It is possible that a variety of judges can agree in ordering objects because all employ the "wrong" criterion (pp. 237-238).

Spearman's Coefficient of Rank Correlation was used for an analysis of the degree of association of the overall rankings by

the various groups. The .05 level was chosen as the required level for significance. Garrett (1926) suggests that the value of r as a measure of correspondence be considered from two points of view:

In the first place, r 's are computed in order to determine whether there is any correlation (over and above chance) between two variables; and in the second place, r 's are computed in order to determine the degree of closeness of relationship when some association is known, or is assumed to exist. The question "Is there any correlation between brain weight and intelligence?" voices the first objective. And the question "How significant is the correlation between high-school grades and first-year performance in college?" expresses the second (p. 175).

Garrett (1926) offers some guidelines for interpreting r in terms of verbal description. He claims:

. . . there is fairly good agreement among workers with psychological and educational tests that an

r from .00 to $\pm .20$ denotes indifferent or negligible relationship;
 r from $\pm .20$ to $\pm .40$ denotes low correlation; present but slight;
 r from $\pm .40$ to $\pm .70$ denotes substantial or marked relationship;
 r from $\pm .70$ to ± 1.00 denotes high to very high relationship.

This classification is broad and somewhat tentative, and can only be accepted as a general guide with certain reservations. Thus a coefficient of correlation must always be judged with regard to

- (1) the nature of the variables with which we are dealing;
- (2) the significance of the coefficient;
- (3) the variability of the group . . . ;
- (4) the reliability of the coefficients of the tests used . . . ;
- (5) the purpose for which the r was computed (p. 176).

The above classification is used in interpreting correlations between the various groups under consideration in this Study.

The Mann-Whitney U Test was used for a detailed item-by-item analysis of statistical differences for Hypotheses III to XVII.

Siegel (1956) states that:

When at least ordinal measurement has been achieved, the Mann-Whitney U test may be used to test whether two independent groups have been drawn from the same population. This is one of the most powerful of the nonparametric tests, and it is a most useful alternative to the parametric t test when the researcher wishes to avoid the t test's assumptions or when the measurement in the research is weaker than interval scaling (p. 116).

This test has the advantage of being applicable to large samples (over 20) or small samples, and, also, to samples with unequal populations. For the level of individual item analysis, all levels of significance are reported. The .05 level was required for significance on any item. The null hypothesis (considering Hypotheses III to XVII inclusive) was rejected as stated when there was a significant difference on one or more of the individual task items. For this Study, rejection of a particular null hypothesis does not necessarily preclude a significant relationship between the two groups stated in that hypothesis on the collective ranking of the tasks. As Garrett (1926) reminds, "It is sometimes not fully understood that the rejection of a null hypothesis does not immediately force acceptance of a contrary view (p. 247)." In reporting significant differences for each hypothesis in the item-by-item analysis, the mean rankings for the two groups are inserted in brackets after the wording of the task, the first value being the ranking of the first-mentioned group in the hypothesis.

I. TESTING THE HYPOTHESES

Association Within Parent and Teacher Groups

Hypothesis I. "Parents, as a group, will not be in agreement on the ranking of the tasks."

A Kendall's Coefficient of Concordance: $\underline{W} = 0.234$ was computed for the 126 parents on the ranking of the sixteen tasks. A Chi Square value of 443.12, significant at the .001 level, is associated with the obtained value of \underline{W} . Therefore we can conclude with considerable assurance that the agreement among the 126 parents is higher than it would be by chance. The null hypothesis that the parents' rankings are unrelated to each other is rejected.

Hypothesis II. "Teachers, as a group, will not be in agreement on the ranking of the tasks."

A Kendall's Coefficient of Concordance: $\underline{W} = 0.467$ was computed for the fifteen teachers on the ranking of the sixteen tasks. A Chi Square value of 104.96^h, significant at the .001 level, is associated with the obtained value of \underline{W} . Therefore we can conclude with considerable assurance that the agreement among the fifteen teachers is higher than it would be by chance. The null hypothesis that the teachers' rankings are unrelated to each other is rejected.

Parent and Teacher Groups

Hypothesis III. "There will be no significant differences in the ranking of the importance of the tasks of education between parents and teachers."

In Table VIII the Mann-Whitney \underline{U} and \underline{Z} values for the ranking of the tasks by parents and teachers are presented. In Table IX are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .56 was obtained, which is significant at the .05 level. Therefore, there was marked association between parents and teachers on the overall ranking of the tasks.

On an item-by-item basis, there were significant differences between parents and teachers for eight of the tasks. Differences were obtained at the .01 level of significance on the ranking of Tasks 2, Academic Skills (1,6); 6, Man to Fellow Man (9,2); 10, Emotional (6,3); 11, Ethical (5,1); and 14, Vocation--Preparative (3,11.5); at the .02 level on the ranking of Tasks 1, Knowledge (11.5,14); and 8, World Affairs (16,16); and at the .03 level on the ranking of Task 13, Vocation--Selective (4,11.5).

Parents showed preferences for Tasks 2, Academic Skills; 3, Creativity; and 14, Vocation--Preparative.

Teachers favoured Tasks 11, Ethical; 6, Man to Fellow Man; and 10, Emotional.

In Table X the rankings of the task categories by parents and teachers are provided. Parents assigned the following order of preference: Intellectual, Productive, Personal, and Social; whereas teachers ranked them according to this order: Personal, Intellectual, Productive and Social.

There was marked agreement between parents and teachers on the overall ranking of the tasks. However, on the item-by-item

TABLE VIII

MANN-WHITNEY U TEST: RANKING OF TASKS BY PARENTS AND TEACHERS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	606.5	2.301	.02
2. Academic Skills	381.0	3.928	.01
3. Creativity	830.0	0.802	.42
4. Desire to Learn	816.5	0.877	.38
5. Citizenship	944.5	0.003	.99
6. Man to Fellow Man	374.5	3.921	.01
7. Patriotism	760.0	1.274	.20
8. World Affairs	598.0	2.387	.02
9. Physical	676.5	1.827	.07
10. Emotional	446.5	3.487	.01
11. Ethical	366.0	3.935	.01
12. Recreational	678.5	1.830	.07
13. Vocation--Selective	636.0	2.112	.03
14. Vocation--Preparative	548.0	2.719	.01
15. Home and Family	893.0	0.357	.72
16. Consumer	870.0	0.517	.61
Parents: N = 126			
Teachers: N = 15			

TABLE IX

SPEARMAN'S CORRELATION COEFFICIENT:

RANKING OF TASKS BY PARENTS AND TEACHERS

TASKS	PARENTS		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	461	11.5	40	14
2. Academic Skills	736	1	65	6
3. Creativity	602	2	67	5
4. Desire to Learn	531	7	70	4
5. Citizenship	481	10	57	9
6. Man to Fellow Man	527	9	83	2
7. Patriotism	371	14	37	15
8. World Affairs	347	16	29	16
9. Physical	446	13	64	7
10. Emotional	534	6	82	3
11. Ethical	548	5	91	1
12. Recreational	352	15	50	13
13. Vocation--Selective	551	4	54	11.5
14. Vocation--Preparative	598	3	54	11.5
15. Home and Family	461	11.5	56	10
16. Consumer	529	8	61	8
Spearman's Rho = 0.56 (P>.05)				

TABLE X

RANKING OF TASK CATEGORIES BY PARENTS AND TEACHERS

CATEGORIES	PARENTS		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	2330	1	242	2
2. Social	1726	4	206	4
3. Personal	1880	3	287	1
4. Productive	2139	2	225	3

analysis, significant differences between the two groups were observed; therefore, the null hypothesis is rejected.

Hypothesis IV. "There will be no significant differences between male parents and teachers."

In Table XI the Mann-Whitney U and Z values for the ranking of the tasks by male parents and teachers are presented. In Table XII are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .70 was obtained, which is significant at the .01 level. Therefore there was marked association between male parents and teachers on the overall ranking of the tasks.

On an item-by-item basis, there were significant differences between male parents and teachers for seven of the tasks. Differences were obtained at the .01 level of significance on the ranking of Tasks 2, Academic Skills (1,6); 6, Man to Fellow Man (8,3); 8, World Affairs (15.5,16); 10, Emotional (6,3); and 11, Ethical (4,1); at the .02 level on the ranking of Task 14, Vocation--Preparative (3,11.5); and at the .05 level on the ranking of Task 1, Knowledge (13,14).

Male parents showed a preference for Tasks 2, Academic Skills; 3, Creativity; and 14, Vocation--Preparative.

Teachers favoured Tasks 11, Ethical; 6, Man to Fellow Man; and 10, Emotional.

In Table XIII the rankings of the task categories by male parents and teachers are provided. Male parents ranked Intellectual, Productive, Personal, and Social, in order of

TABLE XI

MANN-WHITNEY U TEST:

RANKING OF TASKS BY MALE PARENTS AND TEACHERS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	265.5	1.989	.05
2. Academic Skills	165.5	3.540	.01
3. Creativity	372.0	0.391	.70
4. Desire to Learn	370.0	0.415	.68
5. Citizenship	371.0	0.403	.68
6. Man to Fellow Man	155.5	3.666	.01
7. Patriotism	321.0	1.183	.24
8. World Affairs	234.0	2.480	.01
9. Physical	299.5	1.477	.14
10. Emotional	193.0	3.115	.01
11. Ethical	164.5	3.510	.01
12. Recreational	308.0	1.363	.19
13. Vocation--Selective	317.0	1.219	.22
14. Vocation--Preparative	241.5	2.366	.02
15. Home and Family	372.5	0.382	.70
16. Consumer	373.0	0.380	.70
Male Parents: N = 53			
Teachers: N = 15			

TABLE XII

SPEARMAN'S CORRELATION COEFFICIENT:

RANKING OF TASKS BY MALE PARENTS AND TEACHERS

TASKS	MALE PARENTS		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	187	13	40	14
2. Academic Skills	308	1	65	6
3. Creativity	248	2	67	5
4. Desire to Learn	233	5	70	4
5. Citizenship	210	10	57	9
6. Man to Fellow Man	220	8	83	3
7. Patriotism	158	14	37	15
8. World Affairs	154	15.5	29	16
9. Physical	190	12	64	7
10. Emotional	223	6	82	3
11. Ethical	239	4	91	1
12. Recreational	154	15.5	50	13
13. Vocation--Selective	219	9	54	11.5
14. Vocation--Preparative	246	3	54	11.5
15. Home and Family	193	11	56	10
16. Consumer	221	7	61	8
Spearman's Rho = 0.70 (P>.01)				

TABLE XIII

RANKING OF TASK CATEGORIES BY MALE PARENTS AND TEACHERS

CATEGORIES	PARENTS		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	976	1	242	2
2. Social	742	4	206	4
3. Personal	806	3	287	1
4. Productive	879	2	225	3

preference. Teachers preferred the order: Personal, Intellectual, Productive, and Social.

There was marked agreement between male parents and teachers on the overall ranking of the tasks. However, on the item-by-item analysis, significant differences between the two groups were observed; therefore, the null hypothesis is rejected.

Hypothesis V. "There will be no significant differences between female parents and teachers."

In Table XIV the Mann-Whitney U and Z values for the ranking of the tasks by female parents and teachers are presented. In Table XV are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .53 was obtained, significant at the .05 level. Therefore there was marked association between female parents and teachers on the overall ranking of the tasks.

On an item-by-item basis, there were significant differences between female parents and teachers on ten of the tasks. Differences were obtained at the .01 level of significance on the ranking of Tasks 2, Academic Skills (1,6); 6, Man to Fellow Man (8,2); 10, Emotional (5,3); 11, Ethical (6,1); 13, Vocation--Selective (4,11.5); and 14, Vocation--Preparative (3,11.5); at the .02 level on the ranking of Task 1, Knowledge (10,14); at the .03 level on the ranking of Task 8, World Affairs (16,16); at the .04 level on the ranking of Task 12, Recreational (15,13); and at the .05 level on the ranking of Task 9, Physical (13,7).

TABLE XIV

MANN-WHITNEY U TEST:

RANKING OF TASKS BY FEMALE PARENTS AND TEACHERS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	341.0	2.325	.02
2. Academic Skills	215.5	3.817	.01
3. Creativity	458.0	1.045	.30
4. Desire to Learn	446.5	1.144	.25
5. Citizenship	520.5	0.309	.76
6. Man to Fellow Man	219.0	3.751	.01
7. Patriotism	439.0	1.241	.21
8. World Affairs	364.0	2.110	.03
9. Physical	377.0	1.930	.05
10. Emotional	253.5	3.443	.01
11. Ethical	201.5	3.902	.01
12. Recreational	370.5	2.025	.04
13. Vocation--Selective	319.0	2.596	.01
14. Vocation--Preparative	306.5	2.735	.01
15. Home and Family	520.5	0.309	.76
16. Consumer	497.0	0.575	.57
Female Parents: N = 73			
Teachers: N = 15			

TABLE XV

SPEARMAN'S CORRELATION COEFFICIENT:

RANKING OF TASKS BY FEMALE PARENTS AND TEACHERS

TASKS	FEMALE PARENTS		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	274	10	40	14
2. Academic Skills	428	1	65	6
3. Creativity	354	2	67	5
4. Desire to Learn	298	9	70	4
5. Citizenship	271	11	57	9
6. Man to Fellow Man	307	8	83	2
7. Patriotism	213	14	37	15
8. World Affairs	193	16	29	16
9. Physical	256	13	64	7
10. Emotional	311	5	82	3
11. Ethical	309	6	91	1
12. Recreational	198	15	50	13
13. Vocation--Selective	332	4	54	11.5
14. Vocation--Preparative	352	3	54	11.5
15. Home and Family	268	12	56	10
16. Consumer	308	7	61	8
Spearman's Rho = 0.53 (P>.05)				

TABLE XVI

RANKING OF TASK CATEGORIES BY FEMALE PARENTS AND TEACHERS

CATEGORIES	FEMALE PARENTS		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	1354	1	242	2
2. Social	984	4	206	4
3. Personal	1074	3	287	1
4. Productive	1260	2	225	3

Female parents showed a preference for Tasks 2, Academic Skills; 3, Creativity; and 14, Vocation--Preparative.

Teachers favoured Tasks 11, Ethical; 6, Man to Fellow Man; and 10, Emotional.

In Table XVI the rankings of the task categories by female parents and teachers are provided. Female parents ranked Intellectual, Productive, Personal, and Social, in order of preference. Teachers preferred the order: Personal, Intellectual, Productive, and Social.

There was marked agreement between female parents and teachers on the overall ranking of the tasks. However, on the item-by-item analysis, significant differences between the two groups were observed; therefore the null hypothesis is rejected.

Hypothesis VI. "There will be no significant differences between parents who have children attending special classes only, and teachers."

In Table XVII the Mann-Whitney U and Z values for the ranking of the tasks by parents who have children attending special classes only, and teachers are presented. In Table XVIII are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .33 was obtained. This value enables us to conclude the probability of agreement between parents who have children attending special classes only, and teachers, on the overall ranking of the tasks; however, this value failed to reach the level predetermined for significance.

TABLE XVII

MANN-WHITNEY U TEST: RANKING OF TASKS BY PARENTS WHO HAVE
CHILDREN ATTENDING SPECIAL CLASSES ONLY, AND TEACHERS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	116.5	2.160	.03
2. Academic Skills	69.0	3.526	.01
3. Creativity	184.5	0.303	.76
4. Desire to Learn	168.0	0.744	.46
5. Citizenship	176.5	0.517	.61
6. Man to Fellow Man	29.0	4.596	.01
7. Patriotism	165.5	0.842	.40
8. World Affairs	107.0	2.446	.01
9. Physical	133.0	1.731	.08
10. Emotional	80.0	3.202	.01
11. Ethical	46.0	4.134	.01
12. Recreational	162.0	0.932	.35
13. Vocation--Selective	117.0	2.197	.03
14. Vocation--Preparative	91.0	2.866	.01
15. Home and Family	177.0	0.510	.61
16. Consumer	179.0	0.445	.66

Teachers: N = 15

Parents Who Have Children Attending Special Classes

Only: N = 26

TABLE XVIII

SPEARMAN'S CORRELATION COEFFICIENT:
RANKING OF TASKS BY PARENTS WHO HAVE CHILDREN
ATTENDING SPECIAL CLASSES ONLY, AND TEACHERS

TASKS	PARENTS OF CHILDREN IN SPECIAL CLASSES ONLY		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	98	10	40	14
2. Academic Skills	157	1	65	6
3. Creativity	119	3.5	67	5
4. Desire to Learn	107	6	70	4
5. Citizenship	105	7	57	9
6. Man to Fellow Man	91	12	83	2
7. Patriotism	81	14.5	37	15
8. World Affairs	81	14.5	29	16
9. Physical	90	13	64	7
10. Emotional	103	8	82	3
11. Ethical	100	9	91	1
12. Recreational	79	16	50	13
13. Vocation--Selective	119	3.5	54	11.5
14. Vocation--Preparative	133	2	54	11.5
15. Home and Family	92	11	56	10
16. Consumer	109	5	61	8
Spearman's Rho = 0.33				

TABLE XIX

RANKING OF TASK CATEGORIES BY PARENTS WHO HAVE CHILDREN
ATTENDING SPECIAL CLASSES ONLY, AND TEACHERS

CATEGORIES	PARENTS OF CHILDREN IN SPECIAL CLASSES ONLY		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	481	1	242	2
2. Social	358	4	206	4
3. Personal	372	3	287	1
4. Productive	453	2	225	3

On an item-by-item basis, significant differences between the two groups were observed on eight of the tasks. Differences were obtained at the .01 level of significance on the ranking of Tasks 2, Academic Skills (1,6); 6, Man to Fellow Man (12,2); 8, World Affairs (14.5,16); 10, Emotional (8,3); 11, Ethical (9,1); and 14, Vocation--Preparative (2,11.5); and at the .03 level on the ranking of Tasks 1, Knowledge (10,14); and 13, Vocation--Selective (3.5, 11.5).

Parents who have children attending special classes only showed a preference for Tasks 2, Academic Skills; 14, Vocation--Preparative; 3, Creativity; and 13, Vocation--Selective (the latter two tasks having received tied ranks).

Teachers favoured Tasks 11, Ethical; 6, Man to Fellow Man; and 10, Emotional.

In Table XIX the rankings of the task categories by the two groups are provided. Parents who have children attending special classes only, ranked Intellectual, Productive, Personal, and Social, in order of preference. Teachers preferred the order: Personal, Intellectual, Productive, and Social.

Since there was no significant association between the two groups on the overall ranking of the tasks, and since there were significant differences on the item-by-item analysis, the null hypothesis is rejected.

Hypothesis VII. "There will be no significant differences between parents who have children attending special

classes as well as other children attending regular classes, and teachers."

In Table XX the Mann-Whitney U and Z values for the ranking of the tasks by the two groups are given. In Table XXI are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .65 was obtained, significant at the .05 level. Therefore there was marked association between parents who have children attending special classes as well as other children attending regular classes, and teachers, on the overall ranking of the tasks.

On an item-by-item basis, significant differences between the two groups were observed on nine of the tasks. Differences were obtained at the .01 level of significance on the ranking of Tasks 2, Academic Skills (1,6); 6, Man to Fellow Man (5,2); 10, Emotional (7,3); 11, Ethical (4,1); and 14, Vocation--Preparative (3,11.5); at the .03 level on the ranking of Tasks 1, Knowledge (12,14); and 8, World Affairs (16,16); and at the .05 level on the ranking of Tasks 12, Recreational (15,13); and 13, Vocation--Selective (6,11.5).

Parents who have children attending special classes as well as other children attending regular classes showed a preference for Tasks 2, Academic Skills; 3, Creativity; and 14, Vocation--Preparative.

Teachers preferred Tasks 11, Ethical; 6, Man to Fellow Man; and 10, Emotional.

TABLE XX

MANN-WHITNEY U TEST: RANKING OF TASKS BY PARENTS WHO HAVE
CHILDREN ATTENDING SPECIAL CLASSES AS WELL AS OTHER
CHILDREN ATTENDING REGULAR CLASSES, AND TEACHERS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	490.0	2.194	.03
2. Academic Skills	312.0	3.769	.01
3. Creativity	645.5	0.900	.37
4. Desire to Learn	548.5	0.862	.39
5. Citizenship	731.0	0.162	.87
6. Man to Fellow Man	345.5	3.454	.01
7. Patriotism	594.5	1.333	.18
8. World Affairs	491.0	2.220	.03
9. Physical	543.5	1.744	.08
10. Emotional	366.5	3.344	.01
11. Ethical	320.0	3.634	.01
12. Recreational	516.5	1.995	.05
13. Vocation--Selective	519.0	1.962	.05
14. Vocation--Preparative	457.0	2.492	.01
15. Home and Family	716.0	0.290	.37
16. Consumer	691.0	0.507	.61

Teachers: N = 15

Parents Who Have Children Attending Special Classes as well
as Other Children Attending Regular Classes: N = 100

TABLE XXI

SPEARMAN'S CORRELATION COEFFICIENT: RANKING OF TASKS BY
PARENTS WHO HAVE CHILDREN ATTENDING SPECIAL CLASSES AS WELL
AS OTHER CHILDREN ATTENDING REGULAR CLASSES, AND TEACHERS

TASKS	PARENTS OF CHILDREN IN SPEC. & REG. CLASSES		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	363	12	40	14
2. Academic Skills	579	1	65	6
3. Creativity	483	2	67	5
4. Desire to Learn	424	8	70	4
5. Citizenship	376	10	57	9
6. Man to Fellow Man	436	5	83	2
7. Patriotism	290	14	37	15
8. World Affairs	266	16	29	16
9. Physical	356	13	64	7
10. Emotional	431	7	82	3
11. Ethical	448	4	91	1
12. Recreational	273	15	50	13
13. Vocation--Selective	432	6	54	11.5
14. Vocation--Preparative	465	3	54	11.5
15. Home and Family	369	11	56	10
16. Consumer	420	9	61	8
Spearman's Rho = 0.65 (P>.05)				

TABLE XXII

RANKING OF TASK CATEGORIES BY PARENTS WHO HAVE CHILDREN
ATTENDING SPECIAL CLASSES AS WELL AS OTHER CHILDREN
ATTENDING REGULAR CLASSES, AND TEACHERS

CATEGORIES	PARENTS OF CHILDREN IN SPEC. & REG. CLASSES		TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	1849	1	242	2
2. Social	1368	4	206	4
3. Personal	1508	3	287	1
4. Productive	2686	2	225	3

In Table XXII the rankings of the task categories by the two groups are provided. Parents who have children attending special classes as well as other children attending regular classes ranked Intellectual, Productive, Personal, and Social, in order of preference. Teachers preferred the order: Personal, Intellectual, Productive, and Social.

There was marked agreement between the two groups on the overall ranking of the tasks. However, on the item-by-item analysis, significant differences between the two groups were observed; therefore, the null hypothesis is rejected.

Parent Groups

Hypothesis VIII. "There will be no significant differences between male and female parents."

In Table XXIII the Mann-Whitney U and Z values for the ranking of the tasks by male and female parents are given. In Table XXIV are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .91 was obtained, significant at the .01 level. Therefore there was very high association between male and female parents with respect to the overall ranking of the tasks.

On an item-by-item basis, no significant differences were observed.

Male and female parents agreed on a preference for Tasks 2, Academic Skills: 3, Creativity; and 14, Vocation--Preparative.

TABLE XXIII

MANN-WHITNEY U TEST:

RANKING OF TASKS BY MALE AND FEMALE PARENTS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	1794.5	0.704	.48
2. Academic Skills	1870.5	0.332	.74
3. Creativity	1736.5	1.022	.31
4. Desire to Learn	1626.0	1.558	.12
5. Citizenship	1804.0	0.664	.51
6. Man to Fellow Man	1916.5	0.092	.93
7. Patriotism	1934.0	0.003	.99
8. World Affairs	1739.5	0.991	.32
9. Physical	1872.5	0.312	.76
10. Emotional	1925.0	0.049	.96
11. Ethical	1732.5	1.015	.31
12. Recreational	1787.0	0.747	.46
13. Vocation--Selective	1611.0	1.634	.10
14. Vocation--Preparative	1876.0	0.297	.77
15. Home and Family	1896.5	0.193	.85
16. Consumer	1832.5	0.518	.60
Male Parents: N = 53			
Female Parents: N = 73			

TABLE XXIV

SPEARMAN'S CORRELATION COEFFICIENT:

RANKING OF TASKS BY MALE AND FEMALE PARENTS

TASKS	MALE PARENTS		FEMALE PARENTS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	187	13	274	10
2. Academic Skills	308	1	428	1
3. Creativity	248	2	354	2
4. Desire to Learn	233	5	298	9
5. Citizenship	210	10	271	11
6. Man to Fellow Man	220	8	307	8
7. Patriotism	158	14	213	14
8. World Affairs	154	15.5	193	16
9. Physical	190	12	256	13
10. Emotional	223	6	311	5
11. Ethical	239	4	309	6
12. Recreational	154	15.5	198	15
13. Vocation--Selective	219	9	332	4
14. Vocation--Preparative	246	3	352	3
15. Home and Family	193	11	268	12
16. Consumer	221	7	308	7
Spearman's Rho = 0.91 (P>.01)				

TABLE XXV

RANKING OF TASK CATEGORIES BY MALE AND FEMALE PARENTS

CATEGORIES	MALE PARENTS		FEMALE PARENTS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	976	1	1354	1
2. Social	742	4	984	4
3. Personal	806	3	1074	3
4. Productive	879	2	1260	2

In Table XXV the rankings of the task categories by the two groups are provided. Both groups ranked Intellectual, Productive, Personal, and Social, in order of preference.

Since there was very high agreement between male and female parents on the overall ranking of the tasks, and since there were no significant differences on the item-by-item analysis, the null hypothesis is accepted.

Hypothesis IX. "There will be no significant differences between parents of boys and parents of girls."

In Table XXVI the Mann-Whitney U and Z values for the ranking of the tasks by parents of boys and parents of girls are given. In Table XXVII are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .86 was obtained, significant at the .01 level. Therefore there was very high association between parents of boys and parents of girls on the overall ranking of the tasks.

On an item-by-item basis, significant differences between the two groups were observed on three of the tasks. Differences were obtained at the .01 level of significance on the ranking of Tasks 13, Vocation--Selective (10,4); and 15, Home and Family (12,10); and at the .04 level on the ranking of Task 9, Physical (13.5,11).

Parents of boys showed a preference for Tasks 2, Academic Skills; 3, Creativity; and 14, Vocation--Preparative; while parents

TABLE XXVI

MANN-WHITNEY U TEST:

RANKING OF TASKS BY PARENTS OF BOYS AND PARENTS OF GIRLS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	1929.0	0.236	.81
2. Academic Skills	1700.0	1.424	.15
3. Creativity	1913.5	0.322	.77
4. Desire to Learn	1778.5	0.990	.32
5. Citizenship	1685.5	1.465	.14
6. Man to Fellow Man	1947.0	0.149	.88
7. Patriotism	1648.0	1.648	.10
8. World Affairs	1721.0	1.284	.20
9. Physical	1565.0	2.047	.04
10. Emotional	1807.5	0.869	.39
11. Ethical	1776.0	0.997	.32
12. Recreational	1806.0	0.855	.39
13. Vocation--Selective	1390.0	2.931	.01
14. Vocation--Preparative	1915.5	0.306	.76
15. Home and Family	1321.0	3.286	.01
16. Consumer	1783.5	0.970	.17
Parents of Boys: N = 59			
Parents of Girls: N = 67			

TABLE XXVII

SPEARMAN'S CORRELATION COEFFICIENT:
RANKING OF TASKS BY PARENTS OF
BOYS AND PARENTS OF GIRLS

TASKS	PARENTS OF BOYS		PARENTS OF GIRLS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	217	11	244	12.5
2. Academic Skills	356	1	380	1
3. Creativity	284	2	381	3
4. Desire to Learn	258	5	273	9
5. Citizenship	237	9	244	12.5
6. Man to Fellow Man	248	7	279	7.5
7. Patriotism	188	13.5	183	14
8. World Affairs	170	16	177	16
9. Physical	188	13.5	258	11
10. Emotional	255	6	279	7.5
11. Ethical	267	4	281	6
12. Recreational	172	15	180	15
13. Vocation--Selective	235	10	316	4
14. Vocation--Preparative	279	3	319	2
15. Home and Family	191	12	270	10
16. Consumer	240	8	289	5
Spearman's Rho = 0.86 (P>.01)				

TABLE XXVIII

RANKING OF TASK CATEGORIES BY PARENTS OF BOYS AND PARENTS OF GIRLS

CATEGORIES	PARENTS OF BOYS		PARENTS OF GIRLS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	1115	1	1215	1
2. Social	843	4	883	4
3. Personal	882	3	998	3
4. Productive	945	2	1194	2

of girls indicated a preference for Tasks 2, Academic Skills; 14, Vocation--Preparative; and 3, Creativity.

In Table XXVIII the rankings of the task categories by the two groups are provided. Both groups ranked Intellectual, Productive, Personal, and Social, in order of preference.

There was very high agreement between parents of boys and parents of girls on the overall ranking of the tasks; however, on the item-by-item analysis, significant differences between the two groups were observed; therefore the null hypothesis is rejected.

Hypothesis X. "There will be no significant differences between male and female parents of boys."

In Table XXIX the Mann-Whitney U and Z values for the ranking of the tasks by male and female parents of boys are given. In Table XXX are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .86 was obtained, significant at the .01 level. Therefore there was very high association between male and female parents of boys on the overall ranking of the tasks.

On an item-by-item basis, a difference was obtained at the .01 level of significance for Task 13, Vocation--Selective (11,4).

Male Parents of boys showed a preference for Tasks 2, Academic Skills; 3, Creativity; 14, Vocation--Preparative; and 11, Ethical (the latter two tasks receiving tied ranks).

Female parents of boys indicated a preference for Tasks 2, Academic Skills; 3, Creativity; and 14, Vocation--Preparative.

TABLE XXIX

MANN-WHITNEY U TEST: RANKING OF TASKS BY

MALE AND FEMALE PARENTS OF BOYS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	371.5	0.971	.33
2. Academic Skills	399.5	0.561	.57
3. Creativity	430.0	0.063	.95
4. Desire to Learn	384.5	0.768	.44
5. Citizenship	374.5	0.929	.35
6. Man to Fellow Man	382.5	0.799	.42
7. Patriotism	403.0	0.482	.63
8. World Affairs	389.0	0.699	.48
9. Physical	406.0	0.434	.66
10. Emotional	385.0	0.787	.43
11. Ethical	396.5	0.581	.56
12. Recreational	339.0	1.486	.14
13. Vocation--Selective	245.0	2.944	.01
14. Vocation--Preparative	430.5	0.055	.96
15. Home and Family	428.5	0.085	.93
16. Consumer	421.0	0.205	.84

Male Parents of Boys: N = 28

Female Parents of Boys: N = 31

TABLE XXX

SPEARMAN'S CORRELATION COEFFICIENT:

RANKING OF TASKS BY MALE AND FEMALE PARENTS OF BOYS

TASKS	MALE PARENTS OF BOYS		FEMALE PARENTS OF BOYS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	98	10	119	11
2. Academic Skills	173	1	183	1
3. Creativity	134	2	150	2
4. Desire to Learn	127	5	131	7
5. Citizenship	117	7	120	10
6. Man to Fellow Man	114	9	134	6
7. Patriotism	87	15	101	12.5
8. World Affairs	84	16	86	15
9. Physical	92	12	96	14
10. Emotional	125	6	130	8
11. Ethical	130	3.5	137	5
12. Recreational	88	14	84	16
13. Vocation--Selective	97	11	138	4
14. Vocation--Preparative	130	3.5	149	3
15. Home and Family	90	13	101	12.5
16. Consumer	115	8	125	9
Spearman's Rho = 0.86 (P>.01)				

TABLE XXXI

RANKING OF TASK CATEGORIES BY MALE AND FEMALE PARENTS OF BOYS

CATEGORIES	MALE PARENTS OF BOYS		FEMALE PARENTS OF BOYS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	532	1	583	1
2. Social	402	4	441	4
3. Personal	435	2	447	3
4. Productive	432	3	513	2

In Table XXXI the rankings of the task categories by the two groups are provided. Male parents of boys ranked Intellectual, Personal, Productive, and Social, in order of preference; whereas female parents of boys preferred the order: Intellectual, Productive, Personal, and Social.

There was very high agreement between male and female parents of boys. However, on the item-by-item analysis, a significant difference for one task item was observed between the two groups; therefore the null hypothesis is rejected.

Hypothesis XI. "There will be no significant differences between male and female parents of girls."

In Table XXXII the Mann-Whitney U and Z values for the ranking of the tasks by male and female parents of girls are given. In Table XXXIII are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .92 was obtained, significant at the .01 level. Therefore, there was very high association between male and female parents of girls with respect to the overall ranking of the tasks.

On an item-by-item basis, no significant differences were observed between the two groups.

Male parents of girls showed a preference for Tasks 2, Academic Skills; 13, Vocation--Selective; and 14, Vocation--Preparative.

TABLE XXXII

MANN-WHITNEY U TEST: RANKING OF TASKS BY

MALE AND FEMALE PARENTS OF GIRLS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	501.0	0.317	.75
2. Academic Skills	461.5	0.858	.39
3. Creativity	408.5	1.584	.11
4. Desire to Learn	449.0	1.008	.31
5. Citizenship	506.0	0.255	.80
6. Man to Fellow Man	482.5	0.580	.56
7. Patriotism	494.0	0.414	.68
8. World Affairs	470.5	0.735	.46
9. Physical	500.0	0.330	.74
10. Emotional	431.0	1.276	.20
11. Ethical	478.5	0.613	.54
12. Recreational	503.5	0.285	.78
13. Vocation--Selective	473.0	0.694	.49
14. Vocation--Preparative	503.0	0.293	.77
15. Home and Family	506.5	0.248	.80
16. Consumer	486.0	0.518	.60
Male Parents of Girls: N = 25			
Female Parents of Girls: N = 42			

TABLE XXXIII

SPEARMAN'S CORRELATION COEFFICIENT:

RANKING OF TASKS BY MALE AND FEMALE PARENTS OF GIRLS

TASKS	MALE PARENTS OF GIRLS		FEMALE PARENTS OF GIRLS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	89	13	155	12
2. Academic Skills	135	1	245	1
3. Creativity	114	4	204	2
4. Desire to Learn	106	7	167	9.5
5. Citizenship	93	12	151	13
6. Man to Fellow Man	106	7	173	7
7. Patriotism	71	14	112	15
8. World Affairs	70	15	107	16
9. Physical	98	10.5	160	11
10. Emotional	98	10.5	181	6
11. Ethical	109	5	172	8
12. Recreational	66	16	114	14
13. Vocation--Selective	122	2	194	4
14. Vocation--Preparative	116	3	203	3
15. Home and Family	103	9	167	9
16. Consumer	106	7	183	5
Spearman's Rho = 0.92 (P>.01)				

TABLE XXXIV

RANKING OF TASK CATEGORIES BY MALE AND FEMALE PARENTS OF GIRLS

CATEGORIES	MALE PARENTS OF GIRLS		FEMALE PARENTS OF GIRLS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	444	2	771	1
2. Social	340	4	543	4
3. Personal	371	3	627	3
4. Productive	447	1	747	2

Female parents of girls showed a preference for Tasks 2, Academic Skills; 3, Creativity; and 14, Vocation--Preparative.

In Table XXXIV the rankings of the task categories by the two groups are provided. Male parents of girls ranked Productive, Intellectual, Personal, and Social, in order of preference; whereas female parents of girls preferred the order: Intellectual, Productive, Personal, and Social.

Since there was very high agreement between male and female parents of girls on the overall ranking of the tasks, and since there were no significant differences on the item-by-item analysis, the null hypothesis is accepted.

Hypothesis XII. "There will be no significant differences between male parents of boys and male parents of girls."

In Table XXXV the Mann-Whitney U and Z values for the ranking of the tasks by male parents of boys and male parents of girls are given. In Table XXXVI are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .74 was obtained, significant at the .01 level. Thus, there was high association between male parents of boys and male parents of girls with respect to the overall ranking of the tasks.

On an item-by-item basis, significant differences between the two groups were observed on two of the tasks. Differences were obtained at the .01 level of significance on the ranking of Task 13,

TABLE XXXV

MANN-WHITNEY U TEST: RANKING OF TASKS BY MALE PARENTS OF
BOYS AND MALE PARENTS OF GIRLS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	345.5	0.082	.93
2. Academic Skills	263.0	1.635	.10
3. Creativity	298.5	0.950	.34
4. Desire to Learn	320.0	0.547	.58
5. Citizenship	280.0	1.281	.20
6. Man to Fellow Man	316.0	0.623	.53
7. Patriotism	319.5	0.560	.58
8. World Affairs	307.0	0.784	.43
9. Physical	278.0	1.303	.19
10. Emotional	267.5	1.521	.13
11. Ethical	323.0	0.490	.62
12. Recreational	274.0	1.387	.08
13. Vocation--Selective	151.0	3.624	.01
14. Vocation--Preparative	324.0	0.480	.63
15. Home and Family	230.0	2.189	.03
16. Consumer	343.0	0.130	.90
Male Parents of Boys: N = 28			
Male Parents of Girls: N = 25			

TABLE XXXVI

SPEARMAN'S CORRELATION COEFFICIENT:
RANKING OF TASKS BY MALE PARENTS
OF BOYS AND MALE PARENTS OF GIRLS

TASKS	MALE PARENTS OF BOYS		MALE PARENTS OF GIRLS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	98	10	89	13
2. Academic Skills	173	1	135	1
3. Creativity	134	2	114	4
4. Desire to Learn	127	5	106	7
5. Citizenship	117	7	93	12
6. Man to Fellow Man	114	9	106	7
7. Patriotism	87	15	71	14
8. World Affairs	84	16	70	15
9. Physical	92	12	98	10.5
10. Emotional	125	6	98	10.5
11. Ethical	130	3.5	109	5
12. Recreational	88	14	66	16
13. Vocation--Selective	97	11	122	2
14. Vocation--Preparative	130	3.5	116	3
15. Home and Family	90	13	103	9
16. Consumer	115	8	106	7
Spearman's Rho = 0.74 (P>.01)				

TABLE XXXVII

RANKING OF TASK CATEGORIES BY MALE PARENTS
OF BOYS AND MALE PARENTS OF GIRLS

CATEGORIES	MALE PARENTS OF BOYS		MALE PARENTS OF GIRLS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	532	1	444	2
2. Social	402	4	340	4
3. Personal	435	2	371	3
4. Productive	432	3	447	1

Vocation--Selective (11,2); and at the .03 level on the ranking of Task 15, Home and Family (13,9).

Male parents of boys indicated a preference for Tasks 2, Academic Skills; 3, Creativity; 11, Ethical; and 13, Vocation--Preparative (the latter two tasks receiving tied ranks).

Male parents of girls showed a preference for Tasks 2, Academic Skills; 13, Vocation--Selective; and 14, Vocation--Preparative.

In Table XXXVII the rankings of the task categories by the two groups are provided. Male parents of boys ranked Intellectual, Personal, Productive, and Social, in order of preference. Male parents of girls chose the order: Productive, Intellectual, Personal, and Social.

There was high agreement between the two groups on the overall ranking of the tasks. However, on the item-by-item analysis, significant differences between the two groups were observed; therefore the null hypothesis is rejected.

Hypothesis XIII. "There will be no significant differences between female parents of boys and female parents of girls."

In Table XXXVIII the Mann-Whitney U and Z values for the ranking of the tasks by female parents of boys and female parents of girls are given. In Table XXXIX are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .89 was obtained, significant at the .01 level. Thus there was very high association between female

TABLE XXXVIII

MANN-WHITNEY U TEST: RANKING OF TASKS BY FEMALE PARENTS OF
BOYS AND FEMALE PARENTS OF GIRLS

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	613.0	0.431	.67
2. Academic Skills	611.5	0.464	.64
3. Creativity	610.0	0.485	.63
4. Desire to Learn	591.5	0.679	.50
5. Citizenship	590.0	0.702	.48
6. Man to Fellow Man	582.5	0.790	.43
7. Patriotism	504.0	1.687	.09
8. World Affairs	571.0	0.925	.36
9. Physical	506.5	1.644	.10
10. Emotional	632.5	0.221	.83
11. Ethical	584.0	0.760	.45
12. Recreational	631.0	0.229	.82
13. Vocation--Selective	603.0	0.549	.58
14. Vocation--Preparative	643.5	0.086	.93
15. Home and Family	441.5	2.403	.02
16. Consumer	559.5	1.046	.30
Female Parents of Boys: N = 31			
Female Parents of Girls: N = 42			

TABLE XXXIX

SPEARMAN'S CORRELATION COEFFICIENT:
 RANKING OF TASKS BY FEMALE PARENTS
 OF BOYS AND FEMALE PARENTS OF GIRLS

TASKS	FEMALE PARENTS OF BOYS		FEMALE PARENTS OF GIRLS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	119	11	155	12
2. Academic Skills	183	1	245	1
3. Creativity	150	2	204	2
4. Desire to Learn	131	7	167	9.5
5. Citizenship	120	10	151	13
6. Man to Fellow Man	134	6	173	7
7. Patriotism	101	12.5	112	15
8. World Affairs	86	15	107	16
9. Physical	96	14	160	11
10. Emotional	130	8	181	6
11. Ethical	137	5	172	8
12. Recreational	84	16	114	14
13. Vocation--Selective	138	4	194	4
14. Vocation--Preparative	149	3	203	3
15. Home and Family	101	12	167	9.5
16. Consumer	125	9	183	5
Spearman's Rho = 0.89 (P>.01)				

TABLE XL

RANKING OF TASK CATEGORIES BY FEMALE PARENTS
 OF BOYS AND FEMALE PARENTS OF GIRLS

CATEGORIES	FEMALE PARENTS OF BOYS		FEMALE PARENTS OF GIRLS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	583	1	771	1
2. Social	441	4	543	4
3. Personal	447	3	627	3
4. Productive	513	2	747	2

parents of boys and female parents of girls with respect to the overall ranking of the tasks.

On an item-by-item basis, a difference was obtained at the .02 level of significance on the ranking of Task 15, Home and Family (12,9.5).

Female parents of boys and female parents of girls concurred on a preference for Tasks 2, Academic Skills; 3, Creativity; and 14, Vocation--Preparative.

In Table XL the rankings of the task categories by the two groups are provided. Both groups ranked Intellectual, Productive, Personal, and Social, in order of preference.

Considering the overall ranking of the tasks, there was very high agreement between female parents of boys and female parents of girls. However, on the item-by-item analysis, a significant difference for one task item was observed between the two groups; therefore the null hypothesis is rejected.

Hypothesis XIV. "There will be no significant differences between parents who have children attending special classes only, and parents who have children attending special classes as well as other children attending regular classes."

In Table XLI the Mann-Whitney U and Z values for the ranking of the tasks by the two groups are given. In Table XLII are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .82 was obtained, significant at the .01 level. Thus, there was high association between parents who have

TABLE XLI

MANN-WHITNEY U TEST: RANKING OF TASKS BY PARENTS WHO HAVE
CHILDREN ATTENDING SPECIAL CLASSES ONLY AND PARENTS WHO
HAVE CHILDREN ATTENDING SPECIAL CLASSES AS WELL AS
OTHER CHILDREN ATTENDING REGULAR CLASSES

TASKS	<u>U</u>	<u>Z</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	1194.0	0.651	.52
2. Academic Skills	1166.5	0.848	.40
3. Creativity	1172.0	0.806	.42
4. Desire to Learn	1295.0	0.031	.98
5. Citizenship	1137.5	1.009	.31
6. Man to Fellow Man	829.0	2.927	.01
7. Patriotism	1288.0	0.074	.95
8. World Affairs	1097.5	1.255	.21
9. Physical	1251.5	0.298	.77
10. Emotional	1072.5	1.442	.15
11. Ethical	955.0	2.114	.03
12. Recreational	1158.0	0.878	.38
13. Vocation--Selective	1146.5	0.946	.34
14. Vocation--Preparative	1054.0	1.523	.13
15. Home and Family	1248.0	0.321	.75
16. Consumer	1286.5	0.084	.93

Parents Who Have Children Attending Special Classes

Only: N = 26

Parents Who Have Children Attending Special Classes as well
as Other Children Attending Regular Classes: N = 100

TABLE XLII

SPEARMAN'S CORRELATION COEFFICIENT: RANKING OF TASKS BY
PARENTS WHO HAVE CHILDREN ATTENDING SPECIAL CLASSES
ONLY AND PARENTS WHO HAVE CHILDREN ATTENDING
SPECIAL CLASSES AS WELL AS OTHER CHILDREN
ATTENDING REGULAR CLASSES

TASKS	PARENTS OF CHILDREN IN			
	SPECIAL CLASSES ONLY		SPECIAL AND REGULAR CLASSES	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	98	10	363	12
2. Academic Skills	157	1	579	1
3. Creativity	119	3.5	483	2
4. Desire to Learn	107	6	424	8
5. Citizenship	105	7	376	10
6. Man to Fellow Man	91	12	436	5
7. Patriotism	81	14.5	290	14
8. World Affairs	81	14.5	266	16
9. Physical	90	13	356	13
10. Emotional	103	8	431	7
11. Ethical	100	9	448	4
12. Recreational	79	16	273	15
13. Vocation--Selective	119	3.5	432	6
14. Vocation--Preparative	133	2	465	3
15. Home and Family	92	11	369	11
16. Consumer	109	5	420	9
Spearman's Rho = 0.82 (P>.01)				

TABLE XLIII

RANKING OF TASK CATEGORIES BY PARENTS WHO HAVE CHILDREN
ATTENDING SPECIAL CLASSES ONLY AND PARENTS WHO HAVE
CHILDREN ATTENDING SPECIAL CLASSES AS WELL AS
OTHER CHILDREN ATTENDING REGULAR CLASSES

CATEGORIES	PARENTS OF CHILDREN IN			
	SPECIAL CLASSES ONLY		SPECIAL AND REGULAR CLASSES	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	481	1	1849	1
2. Social	358	4	1368	4
3. Personal	372	3	1508	3
4. Productive	453	2	1686	2

children attending special classes only, and parents who have children attending special classes as well as other children attending regular classes.

On an item-by-item basis, significant differences between the two groups were observed on two of the tasks. Differences were obtained at the .01 level of significance on the ranking of Task 6, Man to Fellow Man (12,5); and at the .03 level on the ranking of Task 11, Ethical (9,4).

Parents who have children attending special classes only indicated a preference for Tasks 2, Academic Skills; 14, Vocation--Preparative; 3, Creativity; and 13, Vocation--Selective (the latter two tasks receiving tied ranks).

Parents who have children attending special classes as well as other children attending regular classes showed a preference for Tasks 2, Academic Skills; 3, Creativity; and 14, Vocation--Preparative.

In Table XLIII the rankings of the task categories by the two groups are provided. Both groups ranked Intellectual, Productive, Personal, and Social, in order of preference.

There was high agreement between the two groups on the overall ranking of the tasks. However, on the item-by-item analysis, significant differences between the two groups were observed; therefore the null hypothesis is rejected.

Teacher Groups

At the outset, it must be stressed that the generalizations

concerning the teacher subgroups in this study are limited by the fact that these subgroups were numerically small.

Hypothesis XV. "There will be no significant differences between teachers with formal training to teach EMR children and teachers without formal training to teach EMR children."

In Table XLIV the Mann-Whitney U values for the ranking of the tasks by the two groups are given. In Table XLV are shown the mean rankings of the tasks for these groups.

A Spearman's Rho value of .67 was obtained, significant at the .01 level. Therefore, on the overall ranking of the tasks, marked association between teachers with formal training to teach EMR children and teachers without formal training to teach EMR children can be concluded.

On an item-by-item basis, a difference was obtained at the .05 level of significance on the ranking of Task 10, Emotional (14,3).

Teachers with formal training to teach EMR children showed a preference for Tasks 10, Emotional; 6, Man to Fellow Man; 2, Academic Skills; 9, Physical; 11, Ethical; and 14, Vocation--Preparative (the last four tasks receiving tied ranks).

Teachers without formal training to teach EMR children preferred Tasks 11, Ethical; 6, Man to Fellow Man; and 10, Emotional.

In Table XLVI the rankings of the task categories by the two groups are provided. Teachers with formal training to teach EMR

TABLE XLIV

MANN-WHITNEY U TEST: RANKING OF TASKS BY TEACHERS WITH
 FORMAL TRAINING TO TEACH EMR CHILDREN AND TEACHERS
 WITHOUT FORMAL TRAINING TO TEACH EMR CHILDREN

TASKS	<u>U</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	8.0	
2. Academic Skills	9.0	
3. Creativity	4.0	
4. Desire to Learn	4.0	
5. Citizenship	11.5	
6. Man to Fellow Man	8.0	
7. Patriotism	11.5	
8. World Affairs	9.5	
9. Physical	7.0	
10. Emotional	1.0	.05
11. Ethical	5.0	
12. Recreational	11.0	
13. Vocation--Selective	11.5	
14. Vocation--Preparative	5.0	
15. Home and Family	11.0	
16. Consumer	8.5	
Teachers With Formal Training to Teach EMR Children: N = 2		
Teachers Without Formal Training to Teach EMR Children: N = 13		

TABLE XLV

SPEARMAN'S CORRELATION COEFFICIENT:
RANKING OF TASKS BY TEACHERS WITH
AND WITHOUT FORMAL TRAINING
TO TEACH EMR CHILDREN

TASKS	TEACHERS			
	WITH		WITHOUT	
	FORMAL TRAINING		FORMAL TRAINING	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	3	15.5	37	14
2. Academic Skills	10	4.5	55	6
3. Creativity	6	12.5	61	5
4. Desire to Learn	6	12.5	64	4
5. Citizenship	8	8.5	49	9
6. Man to Fellow Man	12	2	71	2
7. Patriotism	5	14	32	14
8. World Affairs	3	15.5	26	16
9. Physical	10	4.5	54	7
10. Emotional	14	1	68	3
11. Ethical	10	4.5	81	1
12. Recreational	7	10.5	43	13
13. Vocation--Selective	7	10.5	47	11
14. Vocation--Preparative	10	4.5	44	12
15. Home and Family	8	8.5	48	10
16. Consumer	9	7	52	8
Spearman's Rho = 0.67 (P>.01)				

TABLE XLVI

RANKING OF TASK CATEGORIES BY TEACHERS WITH AND WITHOUT
FORMAL TRAINING TO TEACH EMR CHILDREN

CATEGORIES	TEACHERS			
	WITH		WITHOUT	
	FORMAL TRAINING		FORMAL TRAINING	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	24	4	217	2
2. Social	28	3	178	4
3. Personal	41	1	246	1
4. Productive	34	2	191	3

children ranked Personal, Productive, Social, and Intellectual, in order of preference. Teachers without formal training to teach EMR children chose the order: Personal, Intellectual, Productive, and Social.

There was marked agreement between the two groups on the overall ranking of the tasks. However, on the item-by-item analysis, a significant difference for one task item was observed between the two groups; therefore the null hypothesis is rejected.

Hypothesis XVI. "There will be no significant differences between teachers experienced in EMR classes only and teachers experienced in both EMR and regular classes."

In Table XLVII the Mann-Whitney U values for the ranking of the tasks by the two groups are given. In Table XLVIII are shown the mean rankings of the tasks for these groups.

A Spearman's Rho of .68 was obtained, significant at the .01 level. Therefore, marked association between the two groups regarding the overall ranking of the tasks can be concluded.

On an item-by-item basis, no significant differences were observed.

Teachers experienced in EMR classes only showed a preference for Tasks 2, Academic Skills; 6, Man to Fellow Man; 10, Emotional; and 11, Ethical (the first three tasks receiving tied ranks).

Teachers experienced in both EMR and regular classes showed a preference for Tasks 11, Ethical; 6, Man to Fellow Man; and 10, Emotional.

TABLE XLVII

MANN-WHITNEY U TEST: RANKING OF TASKS BY TEACHERS
 EXPERIENCED IN EMR CLASSES ONLY AND TEACHERS
 EXPERIENCED IN BOTH REGULAR CLASSES
 AND EMR CLASSES

TASKS	<u>U</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	6.5	
2. Academic Skills	5.0	
3. Creativity	12.0	
4. Desire to Learn	10.0	
5. Citizenship	8.0	
6. Man to Fellow Man	12.0	
7. Patriotism	11.5	
8. World Affairs	4.0	
9. Physical	9.0	
10. Emotional	12.5	
11. Ethical	5.0	
12. Recreational	8.0	
13. Vocation--Selective	11.5	
14. Vocation--Preparative	12.0	
15. Home and Family	11.0	
16. Consumer	8.5	
Teachers Experienced in EMR Classes Only: N = 2		
Teachers Experienced in Both Regular Classes and EMR Classes: N = 13		

TABLE XLVIII

SPEARMAN'S CORRELATION COEFFICIENT: RANKING OF TASKS BY
TEACHERS EXPERIENCED IN EMR CLASSES ONLY AND TEACHERS
EXPERIENCED IN BOTH REGULAR CLASSES AND EMR CLASSES

TASKS	EMR CLASS EXPERIENCE ONLY		REGULAR AND EMR CLASS EXPERIENCE	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	9	6	31	14
2. Academic Skills	11	2	54	7
3. Creativity	8	9	59	5
4. Desire to Learn	8	9	62	4
5. Citizenship	9	6	48	9.5
6. Man to Fellow Man	11	2	72	2
7. Patriotism	5	15	32	15
8. World Affairs	2	16	27	16
9. Physical	7	12	57	6
10. Emotional	11	2	71	3
11. Ethical	10	4	81	1
12. Recreational	6	14	44	13
13. Vocation--Selective	7	12	47	11.5
14. Vocation--Preparative	7	12	47	11.5
15. Home and Family	8	9	48	9.5
16. Consumer	9	6	52	8
Spearman's Rho = 0.68 (P>.01)				

TABLE XLIX

RANKING OF TASK CATEGORIES BY TEACHERS EXPERIENCED IN EMR CLASSES
ONLY AND TEACHERS EXPERIENCED IN BOTH REGULAR CLASSES
AND EMR CLASSES

CATEGORIES	EMR CLASS EXPERIENCE ONLY		REGULAR AND EMR CLASS EXPERIENCE	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	36	1	206	2
2. Social	27	4	179	4
3. Personal	34	2	253	1
4. Productive	31	3	194	3

In Table XLIX the rankings of the task categories by the two groups are provided. Teachers experienced in EMR classes only ranked Intellectual, Personal, Productive, and Social, in order of preference; while teachers experienced both in EMR and regular classes preferred the order: Personal, Intellectual, Productive, and Social.

Since there was marked agreement between the two groups on the overall ranking of the tasks, and since there were no significant differences on the item-by-item analysis, the null hypothesis is accepted.

Hypothesis XVII. "There will be no significant differences between male and female teachers."

In Table L the Mann-Whitney U scores for the ranking of tasks by male and female teachers are given. In Table LI are shown the mean rankings of the tasks by these groups.

A Spearman's Rho of .73 was obtained, significant at the .01 level. Therefore, high association between male and female teachers regarding the overall ranking of the tasks can be concluded.

On an item-by-item basis, a difference was obtained at the .02 level of significance on the ranking of Task 13, Vocation--Selective (14,8).

Male teachers showed a preference for Tasks 6, Man to Fellow . Man; 10, Emotional; 11, Ethical; and 2, Academic Skills (the second and third tasks receiving tied ranks).

TABLE L

MANN-WHITNEY U TEST:

RANKING OF TASKS BY MALE AND FEMALE TEACHERS

TASKS	<u>U</u>	LEVEL OF SIGNIFICANCE
1. Knowledge	22.0	
2. Academic Skills	14.0	
3. Creativity	16.5	
4. Desire to Learn	21.0	
5. Citizenship	23.0	
6. Man to Fellow Man	18.0	
7. Patriotism	26.5	
8. World Affairs	15.0	
9. Physical	24.5	
10. Emotional	22.0	
11. Ethical	20.0	
12. Recreational	21.0	
13. Vocation--Selective	5.5	.02
14. Vocation--Preparative	16.0	
15. Home and Family	26.5	
16. Consumer	24.0	
Male Teachers: N = 6		
Female Teachers: N = 9		

TABLE LI

SPEARMAN'S CORRELATION COEFFICIENT:

RANKING OF TASKS BY MALE AND FEMALE TEACHERS

TASKS	MALE TEACHERS		FEMALE TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Knowledge	19	13	21	15
2. Academic Skills	30	4	35	9
3. Creativity	23	10	44	5
4. Desire to Learn	25	7	45	4
5. Citizenship	24	8	33	10.5
6. Man to Fellow Man	35	1	48	2.5
7. Patriotism	15	15	22	14
8. World Affairs	9	16	20	16
9. Physical	26	5.5	38	6.5
10. Emotional	34	2.5	48	2.5
11. Ethical	34	2.5	57	1
12. Recreational	21	12	29	12
13. Vocation--Selective	17	14	37	8
14. Vocation--Preparative	26	5.5	28	13
15. Home and Family	23	10	33	10.5
16. Consumer	23	10	38	6.5
Spearman's Rho = 0.73 (P>.01)				

TABLE LII

RANKING OF TASK CATEGORIES BY MALE AND FEMALE TEACHERS

CATEGORIES	MALE TEACHERS		FEMALE TEACHERS	
	Sum of Scores	Mean Rank	Sum of Scores	Mean Rank
1. Intellectual	97	2	145	2
2. Social	83	4	123	4
3. Personal	115	1	172	1
4. Productive	89	3	136	3

Female teachers preferred Tasks 11, Ethical; 6, Man to Fellow Man; 10, Emotional; and 4, Desire to Learn (the second and third tasks receiving tied ranks).

In Table LII the rankings of the task categories by male and female teachers are provided. Both groups ranked Personal, Intellectual, Productive, and Social, in order of preference.

There was high agreement between male and female teachers on the overall ranking of the tasks. However, on the item-by-item analysis, a significant difference for one task item was observed between the two groups; therefore the null hypothesis is rejected.

Range of Rankings for Each Task

The rankings of the tasks of education by the parent and teacher groups have been presented. In the following section, the range of rankings for each task will be presented. Each task will be stated as presented in the *Survey*. Following each task, in parentheses, will be the rank ranges for the parent and teacher groups.

1. Knowledge about many things [Parents (10-13): Teachers (6-15.5)]. Female parents, and teachers experienced in EMR classes only, assigned highest priority. Male parents of girls, and teachers with training to teach EMR classes assigned lowest priority.

2. Reading, writing, and arithmetic [Parents (1): Teachers (2-9)]. All parent subgroups assigned first priority to this task.

Teachers experienced in EMR classes only assigned highest priority to this task, while female teachers assigned lowest priority.

3. How to figure out things for one's self [Parents (2-4): Teachers (5-12.5)]. Seven parent subgroups ranked this task highest. Male parents of girls ranked it lowest. Three teacher subgroups--those untrained to teach EMR classes, those experienced in regular as well as EMR classes, and female teachers--ranked this task highest. Teachers trained to teach EMR classes ranked it lowest.

4. To want to learn more [Parents (5-9.5): Teachers (4-12.5)]. Male parents, parents of boys, and male parents of boys, ranked this task highest as did the same teacher subgroups that ranked Task 3 highest. Female parents of girls, and teachers trained to teach EMR classes ranked it lowest.

5. To know the rights and duties of being a citizen [Parents (7-13): Teachers (6-10.5)]. Two parent subgroups--male parents of boys and parents who have children attending special classes only--and teachers experienced in EMR classes only ranked this task in highest position. Female parents of girls, and female teachers ranked it lowest.

6. To feel for other people and to live and work in harmony [Parents (5-12): Teachers (1-2.5)]. Highest priority was indicated by parents who have children attending special classes as well as other children attending regular classes, and by male

teachers. Lowest priority was indicated by parents of children in special classes only, and by female teachers.

7. To be loyal to Canada and the Canadian way of life [Parents (12.5-15): Teachers (14-15)]. All subgroups ranked this task to a position of low priority.

8. To know about world affairs [Parents (14.5-16): Teachers (15-16)]. This item also received low ranking by all subgroups.

9. How to develop and care for one's body [Parents (10.5-14): Teachers (4.5-12)]. Male parents of girls, and teachers trained to teach EMR classes assigned highest priorities. Female parents of boys and teachers experienced in EMR classes only, assigned lowest priorities.

10. To know how to meet the realities of life [Parents (5-10.5): Teachers (1-3)]. Highest preferences were indicated by female parents, and teachers trained to teach EMR classes. Lowest preferences were indicated by male parents of girls, and both by teachers without training to teach EMR classes and teachers experienced in both regular and special classes.

11. Standards of right and wrong [Parents (3.5-9): Teachers (1-4.5)]. Male parents of boys, teachers without EMR class training, teachers experienced in both regular and special classes, and female teachers ranked this task highest. Parents who have children attending special classes only, and teachers with training to teach EMR classes ranked this task lowest.

12. Hobbies, sports, and recreational activities [Parents (14-16): Teachers (10.5-14)]. All parent subgroups ranked this task low. Highest ranking was given by teachers trained to teach EMR classes. Lowest ranking was given by teachers experienced in EMR classes only.

13. To know what jobs are open in terms of one's interest and ability [Parents (2-11): Teachers (8-14)]. Highest ranking was assigned by male parents of girls, and by female teachers. Lowest ranking was assigned by male parents of boys, and by male teachers.

14. Training for placement in a specific job [Parents (2-3.5): Teachers (4.5-13)]. All parent subgroups gave considerable high emphasis to this task. Teachers trained to teach EMR classes ranked this task highest. Female teachers ranked it lowest.

15. Homemaking and handyman skills needed for family life [Parents (9-13): Teachers (8.5-10.5)]. Male parents of girls ranked this task highest. Male parents of boys ranked it lowest. Teacher subgroups ranked this task in a middle position.

16. How to manage money and to buy wisely [Parents (5-9): Teachers (6-10)]. This task received highest priority from parents of girls, female parents of girls, parents who have children attending special classes only, and from teachers experienced in EMR classes only. Lowest priority was expressed by female parents of boys, parents who have children attending special classes as well as other children attending regular classes, and by male teachers.

II. SUMMARY OF CHAPTER V

The purpose of this study was to determine the priorities assigned to each task of the school by the parents and teachers of students in Senior Opportunity Classes for the educable mentally retarded, and to determine which tasks the parent and teacher subgroups ranked significantly differently.

The Kendall Coefficient of Concordance: W was computed to ascertain whether or not there was overall agreement within each of the parent and teacher groups on the ranking of the tasks. To determine the degree of agreement between groups on the overall ranking of the tasks, Spearman's Rho was computed. The Mann-Whitney U Test was employed to test for significant differences between groups on the ranking of individual task items. In the following section, those tasks for which significant differences were observed between groups and subgroups are listed. The mean rankings for the two groups, and the level of significance are inserted in brackets following the statement of each task; the first value is the ranking assigned by the first-mentioned group.

III. Parents and teachers:

- 2. Academic Skills [1,6 (.01)];
- 6. Man to Fellow Man [9,2 (.01)];
- 10. Emotional [6,3 (.01)];
- 11. Ethical [5,1 (.01)];
- 14. Vocation--Preparative [3,11.5 (.01)];
- 1. Knowledge [11.5,14 (.02)];
- 8. World Affairs [16,16 (.02)];
- 13. Vocation--Selective [4,11.5 (.03)].

IV. Male parents and teachers:

- 2. Academic Skills [1,6 (.01)];
- 6. Man to Fellow Man [8,3 (.01)];
- 8. World Affairs [15.5,16 (.01)];
- 10. Emotional [6,3 (.01)];
- 11. Ethical [4,1 (.01)];
- 14. Vocation--Preparative [3,11.5 (.02)];
- 1. Knowledge [13,14 (.05)].

V. Female parents and teachers:

- 2. Academic Skills [1,6 (.01)];
- 6. Man to Fellow Man [8,2 (.01)];
- 10. Emotional [5,3 (.01)];
- 11. Ethical [6,1 (.01)];
- 13. Vocation--Selective [4,11.5 (.01)];
- 14. Vocation--Preparative [3,11.5 (.01)];
- 1. Knowledge [10,14 (.02)];
- 8. World Affairs [16,16 (.03)];
- 12. Recreational [15,13 (.04)];
- 9. Physical [13,7 (.05)].

VI. Parents who have children attending special classes only, and teachers:

- 2. Academic Skills [1,6 (.01)];
- 6. Man to Fellow Man [12,2 (.01)];
- 8. World Affairs [14.5,16 (.01)];
- 10. Emotional [8,3 (.01)];
- 11. Ethical [9,1 (.01)];
- 14. Vocation--Preparative [2,11.5 (.01)];
- 1. Knowledge [10,14 (.03)];
- 13. Vocation--Selective [3.5,11.5 (.03)].

VII. Parents who have children attending special classes as well as other children attending regular classes, and teachers:

- 2. Academic Skills [1,6 (.01)];
- 6. Man to Fellow Man [5,2 (.01)];
- 10. Emotional [7,3 (.01)];
- 11. Ethical [4, 1 (.01)];
- 14. Vocation--Preparative [3,11.5 (.01)];
- 1. Knowledge [12,14 (.03)];
- 8. World Affairs [16,16 (.03)];
- 12. Recreational [15,13 (.05)];
- 13. Vocation--Selective [6,11.5 (.05)].

VIII. Male and female parents:

No significant differences were observed.

IX. Parents of boys and parents of girls:

- 13. Vocation--Selective [10,4 (.01)];
- 15. Home and Family [12,10 (.01)];
- 9. Physical [13.5,11 (.04)].

X. Male and female parents of boys:

- 13. Vocation--Selective [11,4 (.01)].

XI. Male and female parents of girls:

No significant differences were observed.

XII. Male parents of boys and male parents of girls:

- 13. Vocation--Selective [11,2 (.01)];
- 15. Home and Family [13,9 (.03)].

XIII. Female parents of boys and female parents of girls:

- 15. Home and Family [12,9.5 (.02)].

XIV. Parents who have children attending special classes only, and parents who have children attending special classes as well as other children attending regular classes.

- 6. Man to Fellow Man [12,5 (.01)];
- 11. Ethical [9,4 (.03)].

XV. Teachers with formal training to teach EMR children and teachers without formal training to teach EMR children:

- 10. Emotional [14,3 (.05)].

XVI. Teachers experienced in EMR classes only and teachers experienced in both EMR and regular classes:

No significant differences were observed.

XVII. Male and female teachers:

- 13. Vocation--Selective [14,8 (.02)].

The analysis of the *Surveys* indicated higher than chance agreement among each of the parent and teacher groups on the ranking of the tasks. With respect to the overall ranking of the tasks, there was significant agreement between the teacher and parent groups, and between all subgroups with the exception of the parents who have children attending special classes only, and teachers. There was higher correlation between male parents and teachers (Spearman's $Rho = .70$, significant at the .01 level), than between female parents and teachers (Spearman's $Rho = .53$, significant at the .05 level).

The sex of the parents did not prove to be a good predictor of educational viewpoints. The correlation of the overall rankings by male and female parents was significant at the .01 level (Spearman's $Rho = .91$). There was a similar correlation of the overall rankings by the parents of boys and the parents of girls (Spearman's $Rho = .86$, significant at the .01 level). A Spearman's Rho of .92, significant at the .01 level was computed for the overall rankings by male and female parents of girls. There was association at the .01 level of significance between male parents of boys and male parents of girls with respect to the overall ranking of the tasks; a Spearman's Rho of .74 was obtained. A Spearman's Rho of .89, significant at the .01 level, was computed on the overall ranking of the tasks by female parents of boys and female parents of girls. It is not surprising that the overall responses of the parents (man and wife) were similar when one

considers that they probably completed the *Survey* in an elbow to elbow situation and with mutual consultation.

Whether or not the teachers had formal training in the education of EMR children did not appear to be significant. With respect to the overall ranking of the tasks by the two groups, a Spearman's Rho of .67 was obtained, sufficient for significance at the .01 level. Only two teachers reported having formal training to teach EMR classes. The nature of this formal training was not determined. Possibly this training was limited to a general course in special education or mental retardation, as opposed to a major field of study. There was no significant difference with respect to the overall ranking of the tasks by teachers experienced in EMR classes only and teachers experienced in both EMR and regular classes; a Spearman's Rho of .68 was obtained, sufficient for significance at the .01 level of confidence. The range of experience in EMR classes was from one to eight years. For over 50% of the teachers, the 1968-1969 school year was their first in a class for the educable mentally retarded. Only one teacher had taught longer than six years in an EMR class. Apparently, teacher retention in this area of special education is low. The sex of the teachers similarly failed to account for a significant difference with respect to the overall ranking of the tasks; a Spearman's Rho of .73 was obtained, significant at the .01 level. Generalizations which may be made about the opinions of the

teachers must be limited by the fact that the teacher subgroups were numerically very small.

The parent groups consistently ranked Task 2 (Reading, writing, and arithmetic) as the most important objective of the school. The highest ranking given to this task by a teacher subgroup was Rank 2, assigned by teachers experienced in special classes only. Teachers as a group assigned this task the Rank of 6.

Both parents and teachers appear to regard the development of Canadian patriotism and a knowledge of world affairs to be the least important functions of the school in the education of educable mentally retarded children. Task 12 (Hobbies, sports and recreational activities) also received a low ranking from both parents and teachers.

CHAPTER VI

SUMMARY OF THE STUDY AND CONCLUSIONS

Summary of the Study

In planning curriculum, there is a wide range of learning experiences and objectives from which the school can choose. However, limitations of time and resources require that the school make a selection from among these possible objectives, at the same time determining the relative emphasis to be given to those objectives which are chosen. The employment of three perspectives has been suggested in making decisions about objectives: (1) the needs, interests, and present level of development of the individual; (2) the conditions and problems of contemporary and future life which make demands of, and provide opportunities for individuals; and (3) the nature and interrelationships of various subject matters. While the selection of educational objectives may be guided by particular philosophies and psychologies of education, Downey (1960) has pointed out that public opinion is the real determinant of the tasks of the school:

In the final analysis, the schools are responsible to the people they serve. The expert, who may be far more competent than most people in delineating the school's function, is, nonetheless, quite ineffective unless his judgements ultimately influence public desire. For within the collective public lies the ultimate authority to prescribe the task of the public school.

It follows then, that the expert, the student of education, must also be a student of public opinion. His expertise will carry educational policy making only so far

as public opinion will permit. To be right is not good enough for the leader of public education; he must also be recognized as being right by the power wielding public. The task of public education in a free society will not be superimposed. It will evolve under leadership, of course, as the people whom the schools serve perceive change to be desirable (p. 72).

The present study attempted to determine the ranking of the various tasks of education by the parents and teachers of educable mentally retarded boys and girls attending Senior Opportunity Classes in the Edmonton Public School System, and to determine where significant differences exist between the parent and teacher groups and subgroups. The term "educable mentally retarded" was defined as applicable to children whose IQ scores place them in the 50 to 75 IQ range, and whose learning characteristics and social adjustment suggest the need for special services to serve their needs. From a review of the literature one concludes that a watered-down version of the regular curriculum will not prepare EMR students to maintain themselves productively and independently in society. Many of the personal and social attributes which average children develop incidentally need to be formally taught to the EMR student. The value of academic skills in assisting an individual to maintain himself in society is recognized: however, one is advised that the academic potential of the EMR student is likely to be limited to the upper elementary grade level. A persistent effort at academics is highly questionable. Aims that prevail in the contemporary education of North American EMR youth are: (1) Personal Development; (2) Leisure Activities; (3) Social and Family

Relationships; and (4) Vocational Economic. The academic phase of the program can best serve to provide the EMR student with information and experiences which may potentially assist him to solve daily problems, to prepare him for the circumstances of the economic world, and to give him an understanding of civic responsibilities. Although divergent predictions regarding the adult future of the EMR youth have been made, this study was predicated on the assumption that most students now classified as educable mentally retarded will make adequate personal, social and vocational adjustments as adults. The temptation to appeal emotionally to society and employers for acceptance of the educable mentally retarded must be avoided. The school needs to strive to develop skills, being mindful of individual interests and abilities, that will enable these youth to compete socially and on the labour market. Certain parental reactions to their EMR child serve to undermine the efforts of the school. Chief among them is a denial of the handicap and a tenacious grasp on academic aspirations which the student is not able to fulfill. Preoccupation with unrealistic hopes is inimical to the development of the abilities the student does have. Society tends to emphasize a standard educational approach, intellectualism, to which people are expected to measure up. Special education issues the challenge to meet the needs of youth who are quite different in outlook, experience, and capacity. Adaptability and flexibility must permeate the school climate.

The sample population of this study comprised 126 parents

and fifteen teachers of students attending Senior Opportunity Classes in the Edmonton Public School System.

Seventeen hypotheses were proposed:

(1) Parents, as a group, will not be in agreement on the ranking of the tasks.

(2) Teachers, as a group, will not be in agreement on the ranking of the tasks.

(3) There will be no significant differences in the ranking of the importance of the tasks of education between parents and teachers.

(4) There will be no significant differences between male parents and teachers.

(5) There will be no significant differences between female parents and teachers.

(6) There will be no significant differences between parents who have children attending special classes only, and teachers.

(7) There will be no significant differences between parents who have children attending special classes as well as other children attending regular classes, and teachers.

(8) There will be no significant differences between male and female parents.

(9) There will be no significant differences between parents of boys and parents of girls.

(10) There will be no significant differences between male and female parents of boys.

(11) There will be no significant differences between male and female parents of girls.

(12) There will be no significant differences between male parents of boys and male parents of girls.

(13) There will be no significant differences between female parents of boys and female parents of girls.

(14) There will be no significant differences between parents who have children attending special classes only, and parents who have children attending special classes as well as other children attending regular classes.

(15) There will be no significant differences between teachers with formal training to teach EMR children and teachers without formal training to teach EMR children.

(16) There will be no significant differences between teachers experienced in EMR classes only and teachers experienced in both EMR and regular classes.

(17) There will be no significant differences between male and female teachers.

Summary of the Findings

The rank for each task for each group and for each subgroup was determined by summing the scores for each task. The tasks were then ranked according to the size of the sum of scores. The Kendall Coefficient of Concordance: W was computed to ascertain whether or not there was overall agreement within each of the parent and teacher groups on the overall ranking of the tasks.

Spearman's Coefficient of Rank Correlation was used for a gross level analysis of the degree of association of the rankings by the groups and subgroups. The Mann-Whitney U Test was used to test for significant differences with respect to individual task items. The null hypothesis was rejected when there was a significant difference at the .05 level on one or more of the task items, even though the gross level of analysis indicated that any two given groups or subgroups had agreed on the overall ranking of the tasks.

The analysis of the *Surveys* indicated higher than chance agreement among each of the parent and teacher groups on the ranking of the tasks. The analysis further indicated significant agreement between the teacher and parent groups, and between all subgroups with the exception of teachers and the parents who have children attending special classes only, on the overall ranking of the tasks. For twelve of the hypotheses, from one to nine significant differences on the ranking of the task items were observed. Parents and teachers differed significantly on the ranking of eight tasks. There was a higher correlation on the overall ranking of the tasks between male parents and teachers than between female parents and teachers. Male parents and teachers differed significantly on the ranking of seven tasks, female parents and teachers on ten tasks. Already mentioned is the observation that the overall rankings by parents who have children attending special classes only, and teachers, failed to correlate significantly. These subgroups differed significantly on

nine tasks. However, there was significant correlation at the .05 level between parents who have both special and regular class students, and teachers, on the overall ranking of the tasks. These subgroups differed significantly on nine of the task items.

High significant correlation was achieved on the overall ranking of the tasks by male and female parents. No significant differences on individual task items were noted. Both subgroups indicated a preference for Tasks 2 (Academic Skills), 3 (Creativity), and 14 (Vocation--Preparative). The overall ranking of the tasks by parents of boys and parents of girls correlated significantly at the .01 level; differences were observed on three tasks. Of interest is the observation that parents of boys ranked Task 13 (Vocation--Selective) tenth, while they ranked Task 14 (Vocation--Preparative) third. Similarly, parents of girls preferred vocational preparation over vocational selection, but with considerably less distance between the two than was displayed by the males. The rankings by both sexes of boys' parents correlated significantly; a significant difference appeared on one item only--Task 13 (Vocation--Selective). Again, male parents gave considerable preference to vocational preparation over vocational selection. Females ranked preparation one rank above selection. There was significant correlation between male and female parents of girls (Spearman's $Rho = .92$): no significant differences were found for individual task items. Male parents of boys and male parents of girls ranked the tasks essentially the

into tasks. However, there was significant correlation at the .05 level between parents who have both special and regular class students, and teachers, on the overall ranking of the tasks. These subgroups differed significantly on nine of the task items. High significant correlation was obtained on the overall ranking of the tasks by both male and female parents. No significant differences on individual task items were noted. Both subgroups indicated a preference for Task 7 (Vocabulary--Definition), 8 (Creativity), and 14 (Vocabulary--Preparative). The overall ranking of the tasks by parents of boys and parents of girls correlated significantly at the .01 level; differences were observed on three tasks. Of interest in the observation that parents of boys ranked Task 12 (Vocabulary--Definition) fourth, while they ranked Task 14 (Vocabulary--Preparative) third. Similarly, parents of girls evaluated vocabulary preparation over vocabulary selection, but with considerably less difference between the two than was displayed by the males. The ranking of both sexes of boys' parents correlated significantly; a significant difference appeared on one item only--Task 12 (Vocabulary--Definition). Again, male parents gave considerably preference to vocabulary preparation over vocabulary selection. Females ranked vocabulary over vocabulary selection. There was significant correlation between girls and female parents of girls (Spearman's $R = .92$); no significant differences were found for vocabulary over selection. The ranking of boys and male parents of girls ranked the tasks differently for

same, differing significantly on two items--Task 13 (Vocation--Selective, which males ranked second for girls, but eleventh for boys; and Task 15 (Home and Family), which males ranked ninth for girls and thirteenth for boys. Female parents of boys and female parents of girls ranked the tasks essentially the same, but differed on Task 15 (Home and Family), which females ranked twelfth for boys and ninth-and-one-half for girls. Whether parents had children in special classes only, or children in special classes as well as other children in regular classes did not produce a significant difference on the overall ranking of the tasks. These subgroups differed significantly on the ranking of Task 6 (Man to Fellow Man), which parents of special class pupils ranked twelfth, and parents of pupils in special classes as well as other pupils in regular classes ranked fifth; and Task 11 (Ethical), which parents of special class children ranked ninth and parents of children in special classes as well as other children in regular classes ranked fourth. Similarity in the overall response is likely due to the fact that the parents (man and wife) probably completed the *Survey* in mutual consultation.

Whether or not the teachers possessed formal training to teach EMR students did not result in a significant difference in their overall ranking of the tasks: a significant difference was noted for Task 10 (Emotional), ranked first by teachers with formal training, and third by teachers without formal training. Teachers experienced in EMR classes only and teachers experienced in both

regular and EMR classes ranked the items essentially the same; no significant differences were observed on individual task items. Sex of the teachers did not produce a significant difference on the overall ranking of the tasks. However, on an individual item basis, males and females differed significantly on the ranking of Task 13 (Vocation--Selective), ranked fourteenth by males and eighth by females. Generalizations about the teacher subgroups are necessarily limited by the fact that these subgroups were numerically very small.

The parent respondents ranked the tasks of education as they relate to educable mentally retarded students attending Senior Opportunity Classes in the following order of priority. The wording of the tasks is given as it is set down in the *Survey*.

- (1) Reading, writing, and arithmetic.
- (2) How to figure out things for one's self.
- (3) Training for placement in a specific job.
- (4) To know what jobs are open in terms of one's interest and ability.
- (5) Standards of right and wrong.
- (6) To know how to meet the realities of life.
- (7) To want to learn more.
- (8) How to manage money and to buy wisely.
- (9) To feel for other people and to live and work in harmony.

- (10) To know the rights and duties of being a citizen.
- (11.5) Knowledge about many things.
- (11.5) Homemaking and handyman skills needed for family life.
- (13) How to develop and care for one's body.
- (14) To be loyal to Canada and the Canadian way of life.
- (15) Hobbies, sports, and recreational activities.
- (16) To know about world affairs.

The teacher respondents ranked the tasks of education in the following order of preference:

- (1) Standards of right and wrong.
- (2) To feel for other people and to live and work in harmony.
- (3) To know how to meet the realities of life.
- (4) To want to learn more.
- (5) How to figure out things for one's self.
- (6) Reading, writing, and arithmetic.
- (7) How to develop and care for one's body.
- (8) How to manage money and to buy wisely.
- (9) To know the rights and duties of being a citizen.
- (10) Homemaking and handyman skills needed for family living.
- (11.5) To know what jobs are open in terms of one's interest and ability.
- (11.5) Training for placement in a specific job.
- (13) Hobbies, sports, and recreational activities.

- (14) Knowledge about many things.
- (15) To be loyal to Canada and the Canadian way of life.
- (16) To know about world affairs.

Conclusions

With the exception of one subgroup, parents who have children attending special classes only, there was significant agreement between parent and teacher groups and subgroups on the overall ranking of the tasks of education as they pertain to educable mentally retarded youth at the Senior Opportunity Class Level. Analysis of the rankings assigned to individual task items revealed varying numbers of significant differences between the groups and subgroups.

Parents established the following ranking of the task categories: Intellectual, Productive, Personal, and Social. Teachers, on the other hand, preferred this order: Personal, Intellectual, Productive, and Social.

Parents assigned greater priority to training for specific job placement than to knowledge of job openings in terms of individual ability and interest. The review of the literature stressed that not only must the employee be able to perform the required work to the satisfaction of his employer, but he must be satisfied with the work that he is doing. Current vocational programs for the EMR stress the provision of many types of work experiences to enable students to discover the area of optimum aptitude and interest. One may infer from the study that parents

are not cognizant of the relationship between the area of personal--social development and vocational adjustment.

Teachers generally view personal and social development as prerequisite to productive growth. Both parents and teachers appear to regard the development of Canadian patriotism and a knowledge of world affairs to be the least important functions of the school. Leisure pursuits also received a low ranking from both parents and teachers.

Although Downey's findings (1960) relate to the tasks of the Elementary School and the High School, mention of the educator--non-educator differences would seem appropriate here.

Without exception, the task elements which were perceived to be more important by the lay public than by educators were non-intellectual items. Non-educators considered vocational guidance, job training, consumer education, and home and family living to be more important than did educators.

Educators assigned a significantly higher priority of importance to three of the intellectual items than did non-educators. They also placed greater emphasis upon emotional stability, aesthetic appreciation, citizenship, and world citizenship (pp. 47-48).

Downey also points out that Canadians minimized the physical and patriotic aspects of education. Downey (1960, p. 68) cites Andrews' Alberta Study (1959) which indicated a strong public desire to see schools increase their emphasis upon the practical, vocational elements at the expense of the cultural, civic and intellectual.

Suggestions for Further Studies

A future study of perceptions of educating the EMR might be expanded to include parents and teachers of students in all special classes for the educable mentally retarded.

The majority of the students whose parents cooperated in this study planned to enroll in a new vocational school in September, 1969. A study of parents' and teachers' perceptions of the educational task might be considered after one or two years of the operation of the new school.

The study might also be replicated at such time as teachers with a major field of study in the education of the mentally retarded enter the profession. The perceptions of these teachers concerning the education of the EMR could then be compared with the perceptions of those teachers who do not possess formal training in special education.

Investigation of the views concerning educational programs for the EMR held by current and potential employers of educable mentally retarded persons should be profitable. The views of the students themselves might be considered in a future study.

There may be merit in employing the personal interview in future studies. The design of the present study did not permit the respondents to justify their choices or to state additional educational tasks.

Recommendations

1. Since parental support of, and confidence in the

educational program for their child is requisite and necessary in order for the student to profit from it, the recommendation is offered that research information dealing with the total education of EMR students be disseminated to parents through home and school groups, by bulletins, and through teacher-parent conferences.

2. Since special education demands the integrated, coordinated efforts of the professionals of several disciplines, the recommendation is offered that all professional participants in the program be kept fully cognizant of their integrated roles, and prevented from substituting personal goals for those of the school. A disjointed approach is conducive to the kind of public criticism and non-confidence that defeats the objectives of a well-conceived program.

3. Report cards used in classes for the educable mentally retarded at the time of the Study devoted a large area to academic subjects. Is it possible that this kind of emphasis serves to reinforce parental determination to see their educable mentally handicapped children achieve well in academic subjects? Consideration might be given to shrinking the reporting of academic progress to a reasonable proportion in terms of the other goal areas that comprise the educational program for EMR youth.

4. The success of the program at the new vocational school will be judged by the adjustment its graduates make to the adult world of living and work. Therefore it is recommended that follow-up information on all students who receive their education from this school be collected.

The first part of the paper is devoted to a review of the literature on the topic of the effect of the environment on the development of the individual. The second part is devoted to a review of the literature on the topic of the effect of the environment on the development of the individual.

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APPENDIX A

PUBLIC SCHOOL TASKS SURVEY

DOUGLAS J. COWAN
Department of Educational Administration
The Faculty of Education
The University of Alberta

March, 1969

Dear Parents:

As part of a study about the education of your children, I invite you to complete the enclosed questionnaire which asks you to decide which things are most important for the school to teach.

There are many things that your sons and daughters must learn as they prepare for responsible adulthood. They will learn some of these things in their homes, others at Church and in the community. This study seeks to find out which things you think the school should be responsible for teaching.

You will note that there are also four questions about yourself.

I request that both parents in the family complete a questionnaire.

No names or addresses are asked for. Answers will not be identified with individual parents or students. Complete anonymity is guaranteed.

The results of the study may be helpful to the school in planning future programs. I hope that you will help in this study. Your opinion is important. However, you are under no obligation to take part. If you prefer not to take part, simply return the unanswered questionnaire to the school.

I am very interested in the education of your children, having taught many of them at _____ School. I look forward to working with them again at the _____ School.

I would like to have the completed answer sheets as soon as possible, and would ask that you return them to the school within a week's time.

Thank you for your consideration of this request.

Yours sincerely,

Douglas J. Cowan

INSTRUCTIONS

The kinds of things that the school might teach your son or daughter are printed on the gummed labels that you will find in the small envelope. The purpose of this study is to find out which of these things you think are important for the school to teach and which things are not so important.

BOTH PARENTS ARE ASKED TO ANSWER A QUESTIONNAIRE

PLEASE FOLLOW THESE INSTRUCTIONS CAREFULLY

- [1] Read each label carefully.
- [2] Before you stick the labels onto the answer sheet, sort them into a list.
 - * Put the label that you think is the MOST IMPORTANT at the top of your list.
 - * Then put the next most important label under it, and so on, until you have placed ALL 16 labels in your list.
 - * The bottom label should be the LEAST IMPORTANT thing that you think the school should teach.
- [3] Now, check your list.
- [4] After checking your list, you are ready to stick the labels onto the boxes printed on the ANSWER SHEET. The labels have glue on the back. Simply moisten them to glue them to the answer sheet.
 - * Stick the MOST IMPORTANT label onto Box 1.
 - * Continue to stick ALL of the labels onto the boxes until you have stuck the LEAST IMPORTANT label onto Box 16.
- [5] Now answer the four questions on PART B of the answer sheet.
- [6] When you have finished, seal the answer sheets in the return envelope. DO NOT PUT YOUR NAME ON EITHER THE ANSWER SHEET OR THE ENVELOPE.
- [7] Return the envelope to _____ School.

TASK LABELS

Knowledge about many things. A	How to develop and care for one's body. I
Reading, writing, and arithmetic. β	To know how to meet the realities of life. K
How to figure out things for one's self. Γ	Standards of right and wrong. \wedge
To want to learn more. Δ	Hobbies, sports, and recreational activities. M
To know the rights and duties of being a citizen. E	To know what jobs are open in terms of one's interest and ability. N
To feel for other people and to live and work in harmony. Z	Training for placement in a specific job. \equiv
To be loyal to Canada and to the Canadian way of life. H	Homemaking and handyman skills needed for family life. O
To know about world affairs. Θ	How to manage money and to buy wisely. Π

START



PUBLIC SCHOOL TASKS SURVEY -- ANSWER SHEET

PART A: Now that you have sorted out the task labels, stick them onto the 16 boxes. Start with Box 1, at the right of the arrow. Put the MOST IMPORTANT task label in this box.

Go on to PART B when you have stuck ALL of the labels onto the boxes.

[1]	Most Important Task Label
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[15]	
[16]	Least Important Task Label

PART B: Here you are asked to give some information about yourself. Your name IS NOT asked for. All answers will remain strictly anonymous.

[1]	Sex:	Male		Female	
[2]	How many children do you have attending School?		Boys		Girls
[3]	How many children do you have attending SPECIAL classes in OTHER schools?		Boys		Girls
[4]	How many children do you have attending REGULAR classes?		Boys		Girls

THANK YOU FOR HELPING IN THIS STUDY.

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100	100



Handwritten notes on the left side of the page, including a list of numbers and some descriptive text.

Handwritten notes on the right side of the page, including a list of numbers and some descriptive text.

DOUGLAS J. COWAN
Department of Educational Administration
The Faculty of Education
The University of Alberta

March, 1969

Dear Educator:

I would like to solicit your assistance in gathering data for my thesis entitled, "EDUCATING THE EDUCABLE MENTALLY RETARDED: PARENT AND TEACHER PERCEPTION OF THE TASK." This research will be used to complete my Master of Education degree in Educational Administration.

Mr. P. W. R. Holt, Director of Special Education, and the Edmonton Public School Board have kindly given their permission to distribute this survey.

Having worked with the students in the Senior Opportunity Classes, you will have an opinion about the type of education that will best prepare these young people for responsible adulthood. Part of their education will come from the home, the Church and community. This study is concerned with those aspect of education for which the public school should assume responsibility.

I do hope that you will be able to find time in the next few days to complete the questionnaire and in this way contribute to this study in Special Education. No names or addresses are required: responses will be kept strictly confidential.

When you have completed the questionnaire, please seal it in the return envelope and deliver it to Mr. L. Stuart who has kindly agreed to serve as convenor.

I shall be very grateful for the time and effort you take in assisting me with this study.

Yours sincerely,

Douglas J. Cowan

INSTRUCTIONS

The services or functions that the public school might provide are printed on the gummed labels that you will find in the small envelope. The purpose of this study is to determine which of these functions are important for the school to provide, and which are not so important.

PLEASE FOLLOW THESE INSTRUCTIONS CAREFULLY

- [1] Read each label carefully.
- [2] BEFORE you stick the labels onto the answer sheet, rank them into a list.
 - * Place the MOST IMPORTANT task label at the top of the list.
 - * Continue to rank all of the labels in order of DECREASING IMPORTANCE.
 - * The bottom label should state the task that you consider LEAST IMPORTANT for the school to perform.
- [3] Now, check your list.
- [4] After checking your list, you are ready to stick the labels onto the boxes printed on the answer sheet. The labels are gummed: simply moisten them to glue them to the answer sheet.
 - * Stick the MOST IMPORTANT task label onto Box 1.
 - * Continue to stick ALL of the labels onto the boxes until you have stuck the LEAST IMPORTANT task label onto Box 16.
- [5] Now, please answer the five questions on PART B of the answer sheet.
- [6] When you have finished, seal the answer sheet in the return envelope.

DO NOT PUT YOUR NAME ON EITHER THE ANSWER SHEET OR THE ENVELOPE.
- [7] Deliver the envelope to Mr. L. Stuart.

START →

PUBLIC SCHOOL TASKS SURVEY -- ANSWER SHEET

PART A: Now that you have ranked the 16 task labels, stick them onto the boxes. Start with Box 1, at the right of the arrow. Put the MOST IMPORTANT task label in this box.
Go on to PART B when you have stuck all of the labels onto the boxes.

[1]	Most Important Task Label
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[15]	
[16]	Least Important Task Label

PART B: In this section you are asked to provide certain information about yourself. Your name IS NOT required. Information will not be identified with individuals.

[1]	Sex:	Male	Female
[2]	What is your total number of years of teaching experience, including the current year?		
[3]	How many years have you taught in a class for MENTALLY RETARDED CHILDREN, including the current year?		
[4]	How many COMPLETE years of University training do you have?		
[5]	Do you have FORMAL training for teaching MENTALLY RETARDED CHILDREN? (yes or no)		

THANK YOU FOR YOUR TIME AND COOPERATION.

1. Name of the person: _____

2. Date of birth: _____

3. Address: _____

4. Occupation: _____

5. Signature: _____

6. Stamp: _____

7. Remarks: _____

8. Date: _____

9. Place: _____

10. Signature of the person: _____

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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11. Signature of the person: _____

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